DOCUMENT RESUME

ED 346 341 CE 061 471

AUTHOR	Haynes, Thomas S.; And Others
TITLE	Business, Marketing and Management Teacher Education Initiative. Final Report.
INSTITUTION	Illinois State Univ., Normal.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE	Aug 91
NOTE	511p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF02/PC21 Plus Postage.
DESCRIPTORS	*Articulation (Education); *Business Education; Cooperative Programs; Curriculum Development; Education Work Relationship; Higher Education; *Institutional Cooperation; Marketing; *Preservice Teacher Education; *Program Development; Program Improvement; *School Business Relationship; Secondary Education; Technical Education; Vocational Education
IDENTIFIERS	Illinois State University; *Tech Prep

ABSTRACT

Three objectives of an Illinois project were as follows: (1) develop models for business, marketing, and management teacher education; (2) develop linkages between business and educational agency personnel; and (3) develop Tech Prep programs that lead to associate degrees and further education. During the project, staff at Illinois State University helped more than 200 local education agency personnel and business leaders in 3 Illinois regions to develop the Tech Prep programs that would improve the effectiveness of technical education by promoting articulated courses of study that meet industry standards. They also collected and reviewed data about teacher preparation programs, proposed curriculum changes, developed a resource list, and delivered inservice workshops concerning Tech Prep, the nature of the work force, and educational change. Connections with business education and business leaders were fostered through the writing and distribution of more than 4,500 copies of a newsletter and the formation of business and professional advisory committees. (Twenty-two appendixes, which make up most of the document, include the following: a teacher education program matrix, a status report on business teacher education programs and proposals for change, the newsletter developed by the project, advisory committee membership lists, articulation agreements, materials from meetings and workshops, educational articulation materials, and Tech Prep curriculum materials from the three sites.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346341

Business, Marketing and Management Teacher Education Initiative

Final Report

Project Staff:

Thomas S. Haynes
Ralph Wray
Department of Business Education and Administrative Services
College of Business
Illinois State University
Normal, IL

Marcia Anderson-Yates
Department of Vocational Education Studies
College of Education
Southern Illinois University-Csrbondale
Carbondale, IL

Roger Luft
Department of Business Education and Administrative Information Systems
Lampkin College of Business
Eastern Illinois University
Charleston, IL

Illinois State Board of Education

Louis Mervis
Chairman

Robert Leininger
State Superintendent of Education

Adult, Vocational and Technical Education

Vocational Education Program Improvement Section

August, 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Blauman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This publication was prepared pursuant to a grant with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education and funded 100% through the Carl D. Perkins Vocational Education Act. Grantees are encouraged to freely express their judgements in professional and technical matters. However, points of view or opinions do not necessarily represent official Illinois State Board of Education position or policy. Funding Level: $61,000

"An Equal Opportunity/Affirmative Action Employer"

CE061471

BEST COPY AVAILABLE

TABLE OF CONTENTS

FOR

THE FINAL REPORT OF

THE BUSINESS, MARKETING AND MANAGEMENT

TEACHER EDUCATION INITIATIVE

FRONTISPIECE. i

TABLE OF CONTENTS ii

FINAL REPORT ABSTRACT 1

MAJOR ACCOMPLISHMENTS 2

MAJOR PROJECT PRODUCTS. 16

EVALUATION AND IMPACT 17

RESOURCE LISTING. 22

PROBLEMS 28

CONCLUSIONS AND RECOMMENDATIONS 30

PUBLICITY 32

APPENDICES. 33

FINAL REPORT ABSTRACT

OFFICIAL PROJECT TITLE: Business, Marketing and Management Teacher Education Initiative Project

DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION FUNDING AGREEMENT NUMBER: QLAC 52D

PROJECT DIRECTOR: Thomas Haynes

FUNDED AGENCY: Illinois State University

LOCATION OF FUNDED AGENCY: 126 Williams Hall, Normal, Illinois 61761

TIME PERIOD COVERED: August 1, 1990 - August 31, 1991

GOALS OF THE PROJECT

1. To develop models to improve business, marketing and management teacher education.
2. To utilize business and educational agency personnel to develop linkages between the two groups.
3. To develop model(s) for Tech Prep programs in business, marketing and management education that lead to associate of applied science degrees or associate of science degrees and subsequent further education in business, marketing and management, including teacher education.

RELEVANCY TO VOCATIONAL EDUCATION:

Project staff acted as facilitators in helping local education agency personnel in three regions of Illinois to develop Tech Prep program models for business, marketing and management education. These programs will improve the effectiveness and efficiency of technical education programs in these regions by promoting articulated courses of study which meet industry standards. Additionally, project staff reviewed and updated teacher education programs. Finally, as a critical component of improving educational programs in technical fields, project staff initiated an effort to begin a regular communications activity with business and industry representatives that are interested in business, marketing and management education in Illinois. This was accomplished through the development of Business Link, a newsletter on the developments in business, marketing and management education in Illinois.

MAJOR ACCOMPLISHMENTS OF THE PROJECT

Concerning the review and development of business teacher education programs, project staff collected data and analyzed programs at their home institutions, and began the development of curriculum proposals to update their programs. These efforts will be submitted through the appropriate channels for change at their respective institutions. In addition, project staff were actively involved in delivering in-service institutes, workshops, and retreats concerning Tech Prep, the nature of the work force, and educational change. These workshops, institutes, etc. took place in the three Tech Prep sites, as well as the home institution and at other educational agencies throughout Illinois.

Second, in developing a connection between business education and professional business leaders in Illinois, project staff developed, printed, and disseminated the first edition of Business Link to over 4,500 business and educational personnel in Illinois that have expressed or latent interest in business, marketing and management education in Illinois at the secondary and postsecondary levels. In addition, project staff utilized business representatives and advisory committees in their Tech Prep program development efforts.

Finally, project staff facilitated three community colleges and five regional vocational systems in developing Tech Prep programs in business, marketing and management education. This included the development of curriculum development teams, development and analysis of business and industry standards, staff development on Tech Prep and curriculum integration, curriculum development ie: development of Tech Prep courses of study, and the correlation of the curriculum to industry standards. In the process of developing these programs, over two hundred educators and business and industry representatives participated at three sites in the development of these programs. Through these development efforts each of the three sites moved closer to having an articulated Tech Prep program in business, marketing and management education which can be implemented in 1992. At all three sites new ground was broken in the area of collaboration and cooperation between academic and vocational educators, secondary and postsecondary educators, and business representatives and educational personnel.

PRODUCTS DELIVERED:

Two copies of the first, second, and third quarterly reports have been delivered to contract administrators at the Illinois State Board of Education, Department of Adult, Vocational and Technical Education which include appendices of documents used in the project. These were delivered within 30 days after each quarter ended. Additionally, the only official document disseminated as a product was the newsletter, Business Link.

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT

OBJECTIVE #1: To develop models to improve business, marketing and management teacher education.

Background Research:

Throughout the contract year, project staff attended a number of professional conferences to acquire information on the review and revitalization of teacher education programs. These included the National Business Education Association conference, the American Vocational Association conference, the Illinois Business Education Association conference. In addition, project staff reviewed materials from the National Center for Research in Vocational Education, National Business Education Association, American Vocational Association, and books such as Improving Schools from Within. Additionally, project staff collected and reviewed certification and curriculum requirements in other states to acquire an improved understanding of the composition of teacher education programs throughout the country. A matrix of seven business teacher education programs is included in Appendix A.

Project staff, formed a business teacher education task force for reviewing business teacher education. This task force is currently in its second year at ISU and has made significant gains in preparing a status report on the business teacher education program at Illinois State University. The draft report is included in Appendix B.

Business Teacher Education Program Improvement Efforts

From the work of the business education task force, program change proposals were developed and submitted into the curriculum development process at Illinois State University to change the business teacher education program to meet Illinois State Board of Education certification requirements. This program change proposal is included in Appendix C.

Furthermore, based on the needs of inservice teachers throughout the state and the capabilities of project staff, a proposal for BEA 393.30, Update in Business Education, was developed and put into the curriculum development process at Illinois State University. This course was offered in workshop format during July 19-20, 1991. The curriculum proposal, workshop materials, and evaluation are included in Appendix D. This workshop was attended by 25 business, marketing and management educators from throughout Illinois and represented both secondary and postsecondary institutions. Through the work of the task force, curriculum materials were solicited from publishers and resource centers to update the curriculum materials center in Milner Library at Illinois State University.

Project staff coordinated efforts with the Vocational Teacher Education Revitalization project directed by Dr. Jeff Wood at ISU. Project staff met three times throughout the fiscal year to update both projects' staff members concerning current efforts. Furthermore, the Business Marketing, and Management Teacher Education Initiative project staff met four times throughout the contract year to discuss issues in business, marketing and management teacher education. Staff met at the Illinois Business Education Association conference, Illinois Vocational Association conference, National Business Education Association conference, Connections '91 conference, and a special staff meeting at Eastern Illinois University. Through these discussions, project staff have developed a "White Paper" on issues in business teacher education. This is attached in Appendix E.

Project staff members were actively involved in curriculum development processes at all three institutions. This included membership on councils of teacher education, graduate and undergraduate curriculum committees, department curriculum committees, and department and college curriculum committees.

Project staff also disseminated a questionnaire to business teachers in the Chicago public school district concerning their educational needs for inservice and graduate programs. The questionnaire in attached in Appendix F.

Project staff from SIU-Carbondale held a focus group meeting of business, marketing and management teachers on the issue of improving teacher preparation on June 6, 1991. The findings of this focus group are attached in Appendix G.

Project staff made presentations at the Connections '91 conference to update business and vocational education teachers on current issues in teacher education. Presentation handouts are in Appendix H.

Project staff collected data on perceived roles of business and education linkages and strategies for integration at the Business Education Update workshop on July 19-20, 1991. An abstract of this data is included in Appendix I.

Project staff also presented material to 75 business teachers on November 11, 1990 at a Region IV business education workshop.

OBJECTIVE #2: TO UTILIZE BUSINESS AND EDUCATIONAL AGENCY PERSONNEL TO DEVELOP LINKAGES BETWEEN THE TWO GROUPS

Project staff collected documents and reports from business and industry organizations concerning the need for a stronger work force to meet the needs of the 21st century workplace.

Project staff heard business and industry representatives speak at conferences, such as the Illinois Business Education Association conference, ISBE/DAVTE workshops in Springfield concerning Tech Prep programs, American Vocational Association annual conference, National Business Education Association annual conference, Illinois Vocational Association annual conference, and the Workforce 2000 conference in Bloomington, Illinois.

At all three sites, project staff utilized business representatives on advisory committees to assist in the development of Tech Prep programs by identifying and validating industry standards as outcomes for these programs. Appendix J includes advisory committee lists. Also, business representatives were utilized in Tech Prep development activities to update educators at the different sites concerning new developments in business that impact educational programs.

Project staff developed, printed, and disseminated Vol. 1, No. 1 Business Link to 4,500 business professionals and business educators in Illinois. Business Link is a newsletter for business professionals to keep abreast of the developments in business education. It is proposed that this document be continued to be published and disseminated and that support for this be acquired from the Illinois Business Education Association and private business organizations in Illinois. At this time, plans are being made to promote this idea at the November 1991 Illinois Business Education Association board meeting. Currently, one business leader has tentatively agreed to do the printing of additional copies of the first edition as well as future editions.

OBJECTIVE #3: TO DEVELOP MODEL(S) FOR TECH/PREP PROGRAMS IN BUSINESS, MARKETING, AND MANAGEMENT EDUCATION THAT LEAD TO A.A.S.DEGREES OR A.S. DEGREES AND SUBSEQUENT FURTHER EDUCATION

Project Staff Development Activities

Project staff made significant efforts to keep themselves updated on the concept of Tech Prep and the process used to develop such programs. This background research effort included collecting and reviewing materials from Illinois Vocational Curriculum Center, collecting and reviewing Tech Prep program descriptions from a national Tech Prep direction from the North Carolina Center on Tech/Prep, attending state-wide inservice for Tech Prep program development sponsored by ISBE/DAVTE, attending Illinois Vocational Association conference, American Vocational Association conference, attending National Business Education Association conference, and attending Connections '91 conference.

Additionally, project staff reviewed materials from the National Center for Research in Vocational Education and the Center for Occupational Research and Development. From this background research, project staff developed a flow chart that represents the Tech Prep program development process utilized during this contract year. This flow chart of the Tech Prep process is attached in Appendix L.

Additionally, to get a better intellectual grip on how teachers perceive working with each other across disciplines and how they perceive the abilities of their colleagues in teaching basic skills within a technical content course, a research effort was conducted in the McLean/DeWitt regional vocational system. A synopsis of this study is in Appendix M.

Parkland College Tech Prep Activities

Project staff reviewed program guides for Parkland College, Champaign Unit #4, and Urbana High School. During the Fall of 1990, project staff met with lead instructors and administrators at Parkland College, instructors and administrators from Urbana High School, Champaign Central High School, Champaign Centennial High School, assistant superintendents for the two secondary school districts, and the Champaign/Ford Regional System Director. This initial meeting was a staff development activity to orient these lead instructors and administrators on the purpose of the project and to identify potential goals for the contract year. This meeting was held October 24, 1991.

Project staff continued to meet throughout the contract year with the regional system director and career dean from Parkland College to gain advice and direction in working with staff and curriculum development efforts.

Project staff organized and conducted a program advisory group meeting for the marketing and management and the information systems Tech Prep program areas at Parkland College on December 13, 1990. This activity was attended by approximately 20 business representatives for the two areas, as well as curriculum development teams from the three high schools and the community college. Appendix L contains agenda materials from the business and industry advisory group meeting.

Once the business and industry representatives identified their standards for these two Tech Prep programs, project staff disseminated these for their review and update. These are included in Appendix O.

Project staff on March 22, 1991 held a meeting of administrators and faculty concerning curriculum development. This meeting's purpose was to orient the administrators concerning the status of the project and to focus on the importance of having teams of teachers develop the curriculum.

Project staff coordinated and facilitated curriculum development teams in the organization and development of proposed courses of study for the Tech Prep programs in marketing management and information systems for Parkland College on April 24, 1991. The courses of study that were proposed from this staff development activity are enclosed in Appendix P.

During June and July of 1991, project staff coordinated curriculum development team members in identifying courses within the proposed Tech Prep programs that addressed the industry standards identified previously. Appendix O contains the industry standards for the two programs and the courses that address these standards at the both the secondary and postsecondary levels.

Finally, from the development of the curriculum and industry standards, project staff facilitated and discussed the proposed articulation agreement between the regional vocational system sites and the community college in the information systems area. This proposed articulation agreement is in Appendix Q.

Lake Land Community College Tech/Prep Activities

Project staff held meetings throughout fiscal year 1991 on the following dates, in 1990: August 29, September 10, September 26, October 17, October 24, November 26, November 5, December 7, and December 17; in 1991: March 1, March 6, March 7, March 22. These meetings were to pursue initial support and commitment to pursue the development of Tech Prep programs for Lake Land Community College and for Eastern Illinois Vocational System. Because this site had not received a Tech Prep planning grant, the initial concept was new and building commitment was difficult.

Throughout the year project staff worked to build committment among professional educators interested in pursuing the development of a Tech Prep program in business, marketing, and management education. And by the completion of the contract year, project staff had facilitated local education agency personnel in developing a funded Tech Prep planning grant contract with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. A copy of this funded proposal is included in Appendix R.

Also, during the contract year, project staff presented information on Tech Prep to 75 business teachers at a Region IV business education inservice on November 30, 1990. Additionally, project staff presented information on Tech Prep programs to Shelbyville High School teachers on February 13, 1991. Project staff coordinated and held a Tech Prep planning meeting on April 3, 1991 for the new program development committee to plan strategy for the new Tech Prep planning year. Project staff also consulted with Lake Land Community College and Eastern Illinois Vocation system personnel to plan Tech Prep activities for 1992 for the funded Tech Prep planning grant.

John A. Logan College Site

Project staff organized and developed a staff development activity at John A. Logan College for administrators and faculty from John A. Logan College, SIU School of Technical Careers, and Jackson-Perry Regional Delivery System on October 23, 1990.

Project staff also met with administrators of John A. Logan College, SIU-STC, and Jackson-Perry Regional Delivery System to discuss and plan strategy for Tech Prep activities throughout the contract year. Project staff held team meetings with business, English, and math teachers concerning Tech Prep curriculum on November 20, 1990. Project staff also developed and delivered staff development activities for Southeastern Illinois Community College District.

Project staff organized and delivered Tech Prep planning meetings on April 8, 1991, April 22, 1991, and May 5, 1991 to develop industry standards and curriculum sequences. These staff development activities included business representatives, as well as business, math, and English teachers. The materials from these workshops are enclosed in Appendix S.

Project staff developed a list of curriculum integration activities for business, English, math, reading, and science at a inservice workshop at SIU-Carbondale from July 8, 1991 through July 12, 1991. A report on the activities for integrating academic and vocational studies is provided in Appendix S.

Heartland Community College Site

Project staff met with administrators from the community college and the regional vocational system to discuss Tech Prep planning and proposal preparation on February 15, 1991. Also, project staff met with ISBE/DAVTE management on February 28, 1991 concerning issues revolving around Tech Prep and the development of a proposal for the new Heartland Community College. Additionally, project staff met with Heartland Community College board members, regional system directors, and vocational and academic faculty to plan the Tech Prep planning grant proposal.

Finally, project staff collected data and prepared the Tech Prep planning grant proposal to be submitted to Illinois State Board of Education, Department of Adult, Vocational and Technical Education. Subsequently, this project was funded for fiscal year 1992. A copy of this proposal is enclosed in Appendix T.

Tech/Prep Programming for Chicago

Project staff conducted a staff development creativity presentation on May 12, 1991 for the Chicago Public School District on the nature of the work force and work place for the

21st century and the implications for educational program development. Appendix U contains presentation materials for the Chicago Public School District presentation.

Project staff also facilitated staff development activities on August 22, 1991 through August 24, 1991 for Westinghouse Vocational High School academic and vocational faculty and administrators concerning the development of a Tech Prep program for commerce and communications for implementation in the Fall 1991. Appendix V contains materials developed and utilized during the Westinghouse Vocational High School retreat.

MAJOR PROJECT PRODUCTS

See page 16 for product abstract and Appendix K for sample of product.

ILLINOIS STATE BOARD OF EDUCATION
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
VOCATIONAL EDUCATION PROGRAM IMPROVEMENT SECTION

PRODUCT ABSTRACT

1. Title of material Business Link
2. Date material was completed August 31, 1991
3. Please check those applicable: New material X Revised material ___ Field-tested material ___
4. Originating agency Illinois State University

   Address Normal, IL Zip Code 61761
5. Name(s) of developer(s) Thomas Haynes, Ralph Wray, Roger Luft, Marcia Andersch Yates

   Address 126 Williams Hall, Normal, IL Zip Code 61761
6. Developed pursuant to Contract Number QLAC 52D
7. Subject Matter (Check only one according to Dept. of Education Code):

   Code
   - ___ 01 Agricultural Education
   - X 03 Bus., Mrktng. & Man. Occup.
   - X 04 Distributive Education
   - ___ 07 Health Occupations Education
   - ___ 09 Home Economics Education
   - ___ 10 Industrial Technology
   - ___ 16 Technical Education
   - ___ 17 Trade & Industrial Educ.
   - ___ 22 Cooperative Education
   - ___ Career Education
   - ___ Other (Specify) ___
8. Education Level

   ___ Pre-K Thru 6 ___ 7-8 ___ 9-10 X 11-12
   X Post-Secondary X Adult X Tchr. (Inservice)
   ___ Adm. (Pre Service) ___ Other (Specify) ___
9. Intended for Use By:

   ___ Student X Classroom Teacher X Local Administrator
   X Teacher Ed. X Guidance Staff X State Personnel
   X Other (Specify) Business and Industry
10. Student Type:

   ___ Regular ___ Disadvantaged ___ Handicapped
   ___ Limited-English Profic. X Other (Specify) ALL

(SEE APPENDIX K FOR COPY OF DOCUMENT)

EVALUATION AND IMPACT

Due to the nature of this development activity, especially concerning Tech Prep programs, it is difficult to evaluate the impact project staff have had this fiscal year. Concerning the teacher education program development activities, this is an evolving process and due to curriculum development processes at the three universities, it shall take at least one more year before significant curriculum proposals will be implemented. But, the effort at scanning the environment and evaluating the status of the Business Teacher Education Program at ISU will provide significant direction to program development efforts. Concerning the feedback from the business and industry advisory committees, as well as business and industry representatives receiving Business Link. It is quite apparent that business professionals are concerned and interested in participating in educational activities in an effort to help make our educational systems more effective. Attendance rates of over 80% were recorded for advisory group members in attendance at various staff development activities. In addition, project staff have received several responses from business and industry representatives concerning the first edition of Business Link. They have given project staff very positive feedback and have indicated that their interest is heightened at this time.

An effort was made to ask administrators and faculty at the three Tech Prep sites concerning the role of teacher educators in assisting as facilitators in developing Tech Prep programs. The following comments have been made by teachers and administrators working on these Tech Prep programs.

Question #1 - What role do you feel that math, science, social science and English teachers should play in the Tech Prep planning process?

-Math teachers should incorporate more realistic activities into their school basics curriculum and should check to see if the curriculum meets job needs. These people (math, science, English teachers) should act as resources for specific information, that is needed concerning the content of vocational courses.

-Academic teachers need to be able to use teaching methods that are appropriate for all students and to be able to work with vocational teachers.

-Academic teachers are instrumental in the Tech Prep planning process. Their role should be a dual one. First, they should be responsible for setting up model programs of study for Tech Prep identified students. Secondly, they would be the front-line identifiers of possible Tech Prep participants. Tech Prep has to be solidly sold at the secondary level.

-Counselors must understand Tech Prep and advise students into the appropriate classes.

Question #2 - What role do you feel business representatives should play in the Tech Prep planning process?

-Business representatives should put pressure on educators to make the curriculum more relevant.

-Business representatives provide valuable insight into needed skills for future careers.

-They should help set standards, provide employment opportunities and reward applicants who have completed Tech Prep.

-Business representatives should have significant input regarding planned Tech Prep programs. Their role would be to study suggested programs and verify that the programs would be adequate for students completing the curriculum to meet job requirements.

-Business representatives should also be willing to increase financial incentives for Tech Prep trained students.

Question #3 - What role can university teacher educators play in the Tech Prep planning process?

-They can provide coordination.

-They can check into possibilities of how Tech Prep is related to university programs.

-They can direct the development process and assist in testing the developed programs for effectiveness.

-They should provide inservice for secondary and postsecondary teachers.

-They should also reinforce the importance of teaching the basics in their teaching areas. Students should know the fundamentals of Tech Prep prior to student teaching during the early 100 hours of pre-student teaching observation.

Preservice teachers should be exposed to Tech Prep.

-They should be used as curriculum consultants, assist with curriculum integration, and act as consultants to funded Tech Prep projects.

-They should also assist with defining and articulating Tech Prep programs at their institutions. These programs would, of course, be approved by all parties involved in the planning process.

-They should track the program at all levels and provide leadership regarding program success.

Question #4 - How should Tech Prep courses of study be systematically planned?

-Planning should be focused around whether needs are met according to business representatives. Changes should be based upon occupational demands.

-High school teachers, community college teachers, and university faculty should meet together as a group to plan the courses of study.

-Courses of study should be systematically planned by educators and business people working together. Ideally, this scenario should have representation of each group at each level. This would require some overlapping of planners. Hypothetically, a 5-2-5 split might be effective. For instance, a group of five secondary teachers, two postsecondary teachers, and five business representatives to serve as a secondary Tech Prep committee. Then two of the five secondary would also serve on the postsecondary committee (along with three additional postsecondary representatives) and the five business representatives would serve on both. The numbers, of course, would be adjusted to fit the local need.

Question #5 - How do you feel about the progress that has been made towards Tech Prep at your site? How did university personnel impact the business Tech Prep process at your site?

-Business programs that have kept up with current trends. They need very little change to fit with the Tech Prep initiative.

-University faculty should work directly with the high school and community college personnel to develop pilot programs and to facilitate advisory committee input in the planning process.

-Because of university faculty assistance, we are ahead of what was expected. The advisory group came together very well and they are excited about the concept. It is surprising how some people have done a complete turnaround regarding Tech Prep. Tech Prep is a vital part of education and it needs to be promoted.

-University personnel should serve as the basic role of facilitators for the entire program.

Additional Comments

-Working with community college and secondary personnel who understand the concept of Tech Prep allows for progress towards developing programs. But, working with staff that have very little understanding and are not conducive to change, creates quite a barrier to developing programs. Developing a core of individuals who are willing to work together to make progress towards implementing Tech Prep is crucial.

-Outside professionals asserting an active role in local education program development is sometimes perceived as an uninvited problem. If Tech Prep is going to work it must be a group effort and university people should be involved only when asked to. This would assist secondary and community college educators to build and to articulate the programs.

RESOURSE LISTING

Material Resources

Not applicable

Human Resources

(a) Paid Participants

Thomas Haynes   Illinois State University
Professor, Program Director, Project Staff

Ralph Wray   Illinois State University
Professor, Project Staff

Marcia Anderson-Yates   Southern Illinois University-Carbondale
Professor, Project Staff

Roger Luft   Eastern Illinois University
Professor, Project Staff

Ethel Holladay   Jackson-Perry EFE
Teacher, Consultant, Curriculum Developer

Loa Elliott Jackson-Perry EFE
Teacher, Consultant, Curriculum Developer

Mona Parks Smith Jackson-Perry EFE
Teacher, Consultant, Curriculum Developer

Sandra Barra Jackson-Perry EFE
Teacher, Consultant, Curriculum Developer

Dianne Ozment Jackson-Perry EFE
Teacher, Consultant, Curriculum Developer

Virginia Page Jackson-Perry EFE
Teacher, Consultant, Curriculum Developer

Peter Weightman Illinois State University
Graduate Assistant, Researcher

Elizabeth Barnhart Illinois State University
Student worker

Christy Elliott Urbana High School
Teacher, Consultant, Curriculum Developer

Kent Claussen Parkland College
Teacher, Consultant, Curriculum Developer

Bette White Champaign Community High School
Teacher, Consultant, Curriculum Developer

Kathleen Arnold Champaign Community High School
Teacher, Consultant, Curriculum Developer

Don Garret Champaign Community High School
Teacher, Consultant, Curriculum Developer

Rich Garcia Champaign Community High School
Teacher, Consultant, Curriculum Developer

Judy Seifert Champaign Community High School
Teacher, Consultant, Curriculum Developer

Julie Sherwood Champaign Community High School
Teacher, Consultant, Curriculum Developer

Allison White Champaign Community High School
Teacher, Consultant, Curriculum Developer

Mike Krumwiede Urbana High School
Teacher, Consultant, Curriculum Developer

Carl Smith Teacher, Consultant, Curriculum Developer	Urbana High School
Ray Stoia Teacher, Consultant, Curriculum Developer	Urbana High School

(b) Unpaid Participants

John A. Logan

Arnold Ambos	United Technology Automotive Engineered Systems Division
Janice Hunsaker	Tesa-Tuck, Inc.
Mary Lou Baxter	Magic Chef, Inc.
Betty Ligon	Southern Illinoisian
Beverly Easton	Manpower Temporary Services
Ron Hudson	Olin Corporation
Ron Stewart	KRN Tool & Machinery
Ed Choate	Attorney
Patty Shay	President, Home Federal Savings & Loan
Micki Davidson	Flexible Flyer Company
Brenda Hampsey	Diagraph Corporation
Francis Pass	Pass Heating and Air Conditioning
Tim Reeves	Southern Illinois Power Corporation
Hans Kattentidt	Penn Aluminum Company
William J. Powers	District Commander State Police Headquarters
Cathy Neuman	Carbondale Memorial Hospital

Parkland College

Doug Abbott Business Manager	Abbott's Florist
Debbie Ackerman Owner	New Bette's Balloons & Flowers

Nancy Aden Business Instructor	Villa Grove H.S.
Tara Barr Asst. Personnel Director	Carle Clinic Association
Vacellia Clark Personnel Director	Southland Corporation
Shirley Cox Human Resources Manager	Bergner's Dept. Store
Kent Ekstrom Employee Relations Manager	Kraft
Janine Gilber Manager	Lady Footlocker
Matt Morgan Manager/Buyer	Gery and Al's Sporting Goods
Chuck Baldwin Career Dean	Parkland College
Cathie Bishop Instructor	Parkland College
Kyle Whitten Instructor	Parkland College
Bob Hardig Instructor	Parkland College
Lisa Pellum Business Service Manager	Christie Clinic
Jim Piercy Vice President	Mosser Corp.
Ken Walscott Personnel Director	J.M. Jones
Bette White Business Instructor	Champaign Centennial H.S.
Barbara Hill Alexander	Lee & Lee
Laurel Bailie	Meyer, Capel, Hirschfeld, Muncy, Jahn, Jahn & Aldeen
Sarah S. Duncan Manager, Personnel Training & Development	Carle Clinic

Larry Ecker	WILL Television
Larry Gilbert	Gilbert Printers
Daphne Greaves Financial & Information Services	City of Champaign
J. Michael Kirtley	Kirtley, Pavia, & Marsch
Cindy Mottin Clerical Placement Officer	University of Illinois
Ted Robb	Norrell Temporary Employment Services
Diane Ruedi Personnel Assistant	Covenant Medical Center
Shirley Seets Administrative Assistant	University of Illinois
Gloria Smith Sup., Med Transcription/Word Processing	Covenant Medical Center
Jana Waite Assist. to the Director/Life Science	University of Illinois
Debbie Wells Coordination, Office Automation	AISS

Lake Land Community College

Pat Andres Teacher	Neoga High School
James Brackney Principal	Shelbyville High School
David Carpenter Principal	Neoga High School
Chris Fitzgerald Teacher	Marshall High School
Ben S. Fletcher Superintendent	Shelbyville High School
John Greathouse C.P.A.	Jones & Greathouse, Accountants
John Lowey Superintendent	Neoga Community Unit Schools

Karen Lindley Teacher	Neoga High School
Max Markwell	State Farm Insurance Company
Janet Murphy Teacher	Shelbyville High School
Kathy Niestradd Teacher	Shelbyville High School
J. Lyle Patrick Vice President & Controller	Illinois Consolidated Telephone Co.
John Plummer Accounting Manager	Schrock/WCI
Ken Reed Principal	Marshall High School
Russell Ross Superintendent	Marshall Community Unit School Dist.
Dave Storm Director of Finance	St. Anthony's Menorial Hospital
Barbara Tull Personnel Director	Midco International
Charles D. Winders C.P.A.	Doehring, Winders and Hill
Janice Ziebka Accounting Department	Celotex Corporation Plant
Wayne Weaver Instructor	Lake Land College
Dixie Burrell Teacher	Shelbyville High School
Marilyn Gover Instructor	Lake Land College
Dave Greeson Instructor	Lake Land College
Susan Hanfland	Eastern Illinois Education for Employment System
Max Jaeger Instructor	Lake Land College

Donna Kenneaster Teacher	Neoga High School
Hal Kottwitz Instructor	Lake Land College
Linda Lafferty	Illinois State Board of Education
John McNary Asst. Regional Superintendent of Schools	Coles County Courthouse
Ron Sanderson Instructor	Lake Land College

PROBLEMS

Initially this project was to almost exclusively focus on business, marketing, and management teacher education. But, due to the Tech Prep initiative and its priority status at the Illinois State Board of Education, the manager of the Program Improvement section indicated that we should focus our efforts on providing assistance to three sites with the development of their Tech Prep programs in business. Considering the amount of funding and time allocated towards these types of efforts, project staff had to commit nearly all of their time to developing Tech Prep programs. This priority emphasis reinforces and substantiates the lack of commitment by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education toward improving preservice teacher education. Additionally, it points out the lack of support for business education, in general, and the lack of understanding of the importance of teacher education programs in developing a quality work force the 21st century.

Given this situation and the directive from the State Board of

Education, project staff pursued with diligence the development of Tech Prep programs at three sites: Parkland College, Lake Land Community College, and John A. Logan College. Considering the status of programs and the local environment, project staff had significant success in developing Tech Prep programs at each of the three sites. Due to these environmental and interpersonal conditions at the three sites, varying degrees of accomplishment were evidenced. Project staff feel that comparing efforts by our project to other officially funded Tech Prep programs is inappropriate since local education agency personnel received the funding for official Tech Prep grants and were in total control of those efforts. In this case, they had no control over the funding or facilitation activities. They were somewhat at the mercy of project staff to conduct efforts on their behalf.

Given these abberations in the Tech Prep planning process, project staff developed significantly positive relationships with personnel in the three sites. Since evaluation information concerning teacher educators' roles was positive, these relationships should be supported and extended, if possible. University teacher educators had a positive influence on the Tech Prep development efforts and should continue to assist in the facilitating of program development, as well as conducting inservice activities.

The development of business educational linkages was a main thrust of the initial proposal and resulted in significant gains for business, marketing, and management education by the use of advisory groups in the three sites. Additionally, the inauguration of Business Link was quite successful, although there were significant concerns from Illinois State Board of Education Management concerning this activity.

Considering the budget situation within the state of Illinois for institutions of higher education, departments in universities have had very little financial ability to provide time for program review and development by faculty due to operational budget cuts. This has been a barrier to the curriculum development process at the university level and does not allow support for recruitment and curriculum efforts. This stagnant situation produced by inadequate funding by the state legislature can be partially remedied by ISBE/DAVTE funded initiatives to improve vocational teacher education programs in the state of Illinois. If the Illinois State Board of Education were to make business, marketing, and management teacher education (as well as other vocational teacher education areas) a priority area for improvement, significant strides could be accomplished in terms of curriculum and program improvement, recruitment, and linkages with business and education agencies.

CONCLUSIONS AND RECOMMENDATIONS

Project staff have learned tremendously throughout the contract year. Specifically, project staff have discovered what it is to develop a Tech Prep program, the problems with conducting staff development activities, the importance of building business and industry commitment to Tech Prep programs, the concern over how to best develop the curriculum, the processes of initial articulation of programs, and how to implement and market Tech Prep programs.

It is recommended that the Illinois State Board of Education should conduct a stronger effort in identifying curriculum development processes and timelines to assist local Tech Prep coordinators in developing their courses of study. To this date it seems that each Tech Prep coordinator is left to their own devices concerning their staff development activities and their curriculum development activities. University faculty can provide extensive assistance in helping Tech Prep coordinators to develop curriculum from industry standards, coordinate articulation, and implement programs.

In terms of teacher education program improvement, time is a significant factor among faculty members at all state universities in Illinois. Due to the funding situation at state universities, faculty time is at a premium. Their work loads have been stretched to the extreme. At this point in time no upgrading of compensation, even for inflation, has happened over the past two years. Because of this, asking them to proceed with further curriculum development or program review activities is futile. It is recommended that ISBE/DAVTE seek out qualified vocational teacher educators to pursue the development of a teacher education program development process that would be pilot tested and then disseminated to other state institutions of higher education. This pilot site process should be developed through a strategic planning model, including reviewing the status of departments and programs, as well as scanning the environment to determine what developments outside institutions of higher education are taking place and how these will impact future teachers which indicates how they shouldbe best prepared.

It is with these types of efforts that the Illinois State Board of Education can improve the quality of teachers entering the field so that they can work within Tech Prep programs and curriculum integration projects so that we can build a quality work force for the 21st century.

PUBLICITY

Not applicable

APPENDICES

A. TEACHER EDUCATION PROGRAM MATRIX

B. A STATUS REPORT OF BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES DEPARTMENT AT ILLINOIS STATE UNIVERSITY

C. BUSINESS TEACHER EDUCATION PROGRAM CHANGE PROPOSAL

D. UPDATE IN BUSINESS EDUCATION COURSE PROPOSAL & EVALUATION REPORT OF WORKSHOP

E. ISSUES IN BUSINESS TEACHER EDUCATION IN ILLINOIS

F. BUSINESS TEACHER EDUCATION QUESTIONNAIRE FOR CHICAGO PUBLIC SCHOOL DISTRICT

G. BUSINESS TEACHER FOCUS GROUP DATA FROM MEETING 6-10-91

H. MATERIALS FROM CONNECTION '91 PRESENTATIONS

I. ABSTRACT OF DATA CONCERNING COLLABORATION BETWEEN BUSINESS AND EDUCATION PROFESSIONALS

J. ADVISORY COMMITTEE LISTS FOR THE THREE TECH PREP SITES

K. BUSINESS LINK

L. TECH PREP PLANNING PROCESS FLOW CHART

M. TEACHER PERCEPTIONS OF BASIC SKILLS INSTRUCTION AND COLLABORATION IN THE McLEAN-DEWITT REGION OF ILLINOIS

N. AGENDA AND MATERIALS FROM BUSINESS STANDARDS MEETINGS

O. INDUSTRY STANDARDS FOR TWO TECH PREP PROGRAMS IN BUSINESS

P. COURSES OF STUDY DEVELOPED FOR SEVERAL TECH PREP PROGRAMS IN BUSINESS FOR PARKLAND COLLEGE AND JOHN A. LOGAN COLLEGE

Q. OFFICE CAREERS PROGRAMS ARTICULATION AGREEMENTS BETWEEN CHAMPAIGN-FORD VOCATIONAL SYSTEM AND PARKLAND COLLEGE

R. LAKE LAND COMMUNITY COLLEGE TECH PREP PLANNING GRANT PROPOSAL

S. ACTIVITIES FOR INTEGRATING ACADEMIC AND BUSINESS EDUCATION

T. HEARTLAND REGIONS TECH PREP PLANNING GRANT PROPOSAL

U. PRESENTATION MATERIALS FROM CHICAGO PUBLIC SCHOOL DISTRICT INSERVICE ACTIVITY

V. WESTINGHOUSE VOCATIONAL HIGH SCHOOL TECH PREP CURRICULUM AND GRANT PROPOSALS

A. TEACHER EDUCATION PROGRAM MATRIX

CODE SHEET

CODE NAME	CODE
College Education Based	ED
College of Business Based	BUS
AACSB Accreditation	AACSB
Semester Hour Credits	SEM
Quarter Hour Credits	QUART
3 of the Options are Required	*
Options	1 2 3 4
Required Course for Major	R
Typewriting	T
Shorthand	S
Office Practice	O
Consumer Education	C
Business English	E
Data Processing	D
Marketing and Dist Ed	M
Voc Bus & Office Ed	V
Bus Data Proc and Info Mgmt	I
Basic Business	B
Accounting	A
General Business & Consumer Ed	G
Economics	N

	IL STATE	UTAH STATE	UNIV MO	S. IL UNIV	C. MI UNIV	E. IL UNIV	S.W. MO STATE	UNIV NE	UNIV WI EAU CLAIRE	S. IL UNIV EDWARDS
GENERAL EDUCATION COURSES**										
HISTORY/SOCIAL STUDIES COURSES										
stern Asian Civilization				3R						
Modern America 1877-Present				3R			3R			
American Government & Politics				3R		3R	3R			
cial Science Elective						3R				
NGLISH COURSES										
nguage & Composition I	3R	3R		3R	3R		3R	3R		
Language & Composition II				3R	3R		3R	3R		
Additional English Course				3R						
rsuasive Writing		3R								
Speech Communication							3R	3R	3R	4R
TH COURSES										
College Algebra	4R	5R						3R	4R	5R
Calculus for Bus & Soc Sciences							3R1		4R	
alytical Geometry & Calc I							5R1			
ALTH COURSES										
alth Activity Electives				2R	4R	3R	2R			3R
Healthful Living				2R			2R			3R

	IL STATE	UTAH STATE	UNIV MO	S. IL UNIV	C. MI UNIV	E. IL UNIV	S.W. MO STATE	UNIV NE	UNIV WI EAU CLAIRE	S. IL UNIV EDWARDS
EDUCATION COURSES										
PSYCHOLOGY COURSES										
Gen Psychology	3R	5R		3R		3R				4R
Ed Psychology	3R	3R		3R1*	3R	3R		3R	3R	4R
Psychology of Sec School Students							2R			
PROFESSIONAL ED COURSES										
Teaching Skills Lab		3R		3R						
Evaluation Student Achievement		3R		2R			2R			
Professional Sequence of Sec Ed	6R									
Introduction to Teaching				1R	2R		2R			
Teaching in Secondary Schools					3R	3R		3R		
Human Growth, Develop, & Learning				2R				3R		
Human Growth, Dev, & Learning Lab				1R						
Classroom Mgmt & Discipline				2R			2R			
Teaching Methods & Materials				3R1*					2R	
Education of Exceptional Children		3R				3R	2R		2R	
Media Utilization for Sec. Teach		3R			2R					
Content Area Reading	2R	4R			3R		2R	3R	2R	
Secondary School Observation									1R	
Middle Level Observation									1R	
Middle Level Methods & Curriculum									2R	
Reading, Language, and Thinking									3R	
Professional Studies								3R		
Instructional Systems								3R		
Critical Thinking										4R
ED FOUNDATIONS COURSES										
Social Foundations of Ed	3R3	3R		2R	3R		2R2	3R	2R	
History Foundations of Ed	3R3						2R2		1R	
Philosophy of Education	3R3					3R	2R2		2R	4R
Found of Bus Ed	2R		1R	3R1*	2R	3R	3R			4R
INTERNSHIPS										
Coop/Intern in Retailing					3R1					
Coop/Intern in Office Systems					3R1		1-30			
Introductory Internship		1-6R3						7R		
Advanced Internship		1-12R3						7R		
Field Based Experience		1-2R					2R		2R	
Secondary Curriculum Seminar		3R			3R				3R	
Clinical Exp. in Content Reading									1R	
Practicum w/ Exceptional Students									1R	
Seminar in Business Education									1R	
STUDENT TEACHING	10R	12R	10R	12R	8R	12R	6R	14R	12R	12-16R

BEST COPY AVAILABLE

	IL STATE	UTAH STATE	UNIV MO	S. IL UNIV	C. MI UNIV	E. IL UNIV	S.W. MO STATE	UNIV NE	UNIV WI EAU CLAIRE	S. IL UNIV EDWARDS
BUSINESS ED COURSES										
TEACHING METHODS OF BUS ED										
Accounting Methods	2R1				1R				1R	
Basic Business Methods	2R1		2R		1R		2R		1R	
Typing/Word Processing Methods	2R2	3R			1R				1R	30
Shorthand Methods	2R2	3S			1S				1R	
Marketing Methods	2R2	3R			1M					
Basic Bus and Acctg Methods		3R				2R				
Office/Business Skills Methods			2R			2R				
Data Processing Methods					1A,D,O					
Office Block/Procedures Methods					1S,O					
Information Systems Methods									1R	
Methods for Each Area of Cert.								(each)3R		
TYPING COURSES										
Typing/Word Proc I	3T,O	3B	3R		3R	3R	3R			4R
Typing/Word Proc II	3T,O	3I	3R		3R		30			4R
Electronic Keyboarding							2R			
Beginning Typewriting							3R			
Word Processing Transcription							30		3R	
SHORTHAND COURSES										
Prin of Shorthand	3T,O	3S	3S		3S		3S			
Advanced Shorthand	3T,O						3S			
Shorthand in Electronic Office			3S		3S					
OFFICE SYSTEMS/MIS COURSES										
Office Systems	30	3I	3R	30	3S,O					40
Analysis of Office Systems				30					3R	
Info and Records Mgmt Prin		3I	3R	3A4,D5*	3R		3R		3R	
Managing Word Processing Systems		3I								
Business Info Systems		3I		3R1	30,S		3R		3R	4R
Data Base Systems & App in Bus		3I							1R	
Advanced Database App in Bus		3I								
Office Procedures		3I					30			
Systems Design & Development				3D5*						
Filing & Records Systems				20						
Admin. Document Production				40					2R	
Admin. Support Procedures				30			3R		3R	
Business Data Processing	3R		3R	3A4,D5*	3A,D,O			3R		
VOCATIONAL ED COURSES										
Adult Ed in Voc, Occ, & Career Ed				3R1*						
Special Problems of Voc Ed				1-5R						
Assessing Voc Student Progress				3R1*						
Org/Admin of Voc Coop Ed	3M,V	3R								4M
Coord Tech of Coop Voc Ed	3M,V				3R					4M

	IL STATE	UTAH STATE	UNIV MO	S. IL UNIV	C. MI UNIV	E. IL UNIV	S.W. MO STATE	UNIV NE	UNIV WI EAU CLAIRE	S. IL UNIV EDWARDS
BUSINESS CORE/TOOL COURSES										
ECONOMICS COURSES										
Prin of Econ I (macro)	3R	5R	5R		3R	3R	3R	3R	3R	4R
Principles of Econ II (micro)	3R	5R		3G	3R	3R	3R	3R	3R	4R
Consumer Economics							3B			
Intermediate Economic Theory										4N
Comparative Economic Systems										4N
STATISTICS COURSES										
Bus & Econ Stats	3R	5R1			3R	3R	3R	3R		4R
Ed and Psych Stats		3R1								
Quantitative Methods								3R	3R	4R
ACCOUNTING COURSES										
Accounting Principles		3R		3R3					3R	4R
Elem Acc I (Financial)	3R	3R	3R	3R3	3R	3R	3R	3R	3R	4R
Elem Acc II (Managerial)	3R	3R	3R	3A	3R	3R	3R	3R	3R	4A,D
Cost Accounting				3A						
Individual Income Tax				3A						
Intermediate Accounting I				3A	3A		3R3			
Intermediate Accounting II				3A	3A					
Tax Accounting I							3R3,3B			
FINANCE COURSES										
Bus Finance	3R	4R			3R		3R	3R	3R	4R
Insurance		3B4								
Real Estate		3B4								
Personal Investing		3B4								
Money & Banking							3B			
MARKETING COURSES										
Advertising	3M									
Professional Selling	3M									
Intro to Retail Merchandising					3M					4M
Merchandising Management				3M	3M					
Consumer Behavior				3M						4R
Promotional Concepts				3M						
Basic Marketing	3R	4R					3R	3R	3R	4R
Personal Selling							3B			
Organizational Behavior									3R	4R
BUSINESS ELECTIVES						16-20R			12R	

PROGRAMMING COURSES										
BASIC Programming		3R2	3R		3D					
COBOL Programming		3R2		3D5*						4A,D
PASCAL Programming				3D5*						
RPG Programming				3D5*						
ASSEMBLER Programming				4D5*						
MANAGEMENT COURSES										
Office Management					3R2		3B			4R
Business & Organizational Mgmt	3R	4R		3R2	3R2		3R	3R		4R
Problems in Bus/Bus Policy	3R	4R			3A,D,M		3R	3R1	3R	4R
Small Bus Mgt or Entrepreneurship		3B		3G	3M		3B	3R1		
Production		3B								
Operations Management							3R	3R	3R	
LAW CLASSES										
Legal Environment of Bus	3R	4R	3R		3R	3R	3R		3R	4M
Business Law			3R	3G,M				3R		
Debtor & Creditor Rights/Remedies							1R			
BASIC BUSINESS COURSES					3R					
Introduction to Business	3R			3R2		3R				
Introduction to Business Ed				3R						
Bus Orientation/Career Placement		1R		3R1*						
Decision Making Consumers	3C	3B		3G		3R				
Business Communications	3E	3R	3R	3R	3R	3R	3R	3R	3R	4R
COMPUTER COURSES										
App of Microcomputers in Bus	3D	3R	3R	3D	3R	3R	3R		2R	
Adv App of Microcomuters in Bus		3R								
Microcomputers in Education			3R							
Computer Science Fundamentals				3D						
Selected Topics of Computers		1-3R								
Intro to Computer Info Systems							3R			

B. A STATUS REPORT OF BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES DEPARTMENT AT ILLINOIS STATE UNIVERSITY

DRAFT COPY

A STATUS REPORT

BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES DEPARTMENT

COLLEGE OF BUSINESS
ILLINOIS STATE UNIVERSITY

Prepared By:

BEA DEPARTMENT TASK FORCE MEMBERS

August, 1991

PREFACE

The importance of the Business Education and Administrative Services (BEA) Department has never been more apparent. The field of business education, has been and is undergoing major changes. School reform, increasing graduation requirements, shrinking resources, new federal legislation, technological advances, social, economic, and demographic changes, and an aging population of leadership and instructional personnel in business education, have increasingly directed our attention to future directions of the field. Traditional boundaries are constantly being expanded. In business education's early years, institutions and faculty with clearly defined missions prepared teachers for clearly defined roles. However, in recent years, business education programs at all levels have undergone considerable questions of identity, have experienced enrollment declines, and have found it difficult to determine their content teaching boundaries. Today, business education programs prepare not only business teachers for the traditional 7-12 grades but many also prepare students to enter the fields of office systems and/or training and development in both the public and private sector. In addition, returning non-traditional students seek certification at both the secondary and elementary levels, further compounding the issue of what is appropriate business teacher education. With such a blurring of missions and roles, it is critical that the BEA department look very carefully at the trends and issues of business education as a whole.

In June of 1991, with the support of the Dean, the BEA Department Task Force initiated a study to examine the current status of business education and redefine the role of business education within the College of Business at Illinois State University. As part of this effort the BEA Department Task Force initiated a comprehensive evaluation and strategic planning activity. To begin with, the members of the BEA Task Force were faced with a number of issues that needed to be examined (e.g. a decrease in enrollments over the past five years, the need to improve the departmental effectiveness and efficiency, and significant changes in the field of business education as a whole). In response to this need, an assessment will be conducted to examine departmental concerns and broader issues facing the field of business education (which will include business teacher education, administrative systems and office technology). A strategic plan will be developed based on the results of this initial assessment.

Two separate, but interrelated documents will be developed from the assessment and strategic planning activities. Collectively, these two documents will provide a summary of findings and future plans for the BEA Department.

The STATUS REPORT will be divided into three major sections: The State of the Department, an assessment of the BEA Department as it exists today; The Quality of the Department, a comparative assessment of the BEA Department and departments in peer institutions; and The State of the Field, which will overview the field of business education today.

The STRATEGIC PLAN will be the companion document, it will review the role of the BEA Department and provide an examination of the challenges that it faces in the future. It will possibly include a revised mission statement, a list and description of the new goals and/or thrusts for the department, and plans and procedures for accomplishing these goals and/or thrusts.

TABLE OF CONTENTS

The State of the Department . . . .

   Mission and Goals

   Structure

   Organization

   Faculty and Staff

   Departmental Resources

   Linkages

   Function

   Summary

The Quality of the Department . . . .

   Academic Reputation

   Faculty Productivity

   Faculty Resources

   Student Selectivity and Recruitment

   Status and Prominence of Graduates

   Summary

The State of the Field . . . .

THE STATE OF THE DEPARTMENT

This section provides a summary of the status of the Business Education and Administrative Services (BEA) Department. It presents the actions and accomplishments prior to the development of the new mission statement and strategic plan for the Department.

Illinois State University was founded in 1857 as a teachers' college. For the next 110 years, its primary function was to prepare teachers for the K-12 systems across the United States. In 1968 the University's Business Education Department became a College of Business with the multiple purpose of preparing undergraduate students for non-teaching, business careers in the field of accounting, finance, management, and marketing while still offering undergraduate students the opportunity to become state certifiable as teachers of business subjects in the K-12 school systems.

Today, the BEA Department is one of five departments in the College of Business, and in Spring, 1991 its students and staff included:

- Thirteen full-time, tenure-line faculty members
- Four part-time temporary instructors
- 18 undergraduate students in Business Teacher Education
- 21 undergraduate students in Administrative Systems and Office Technology (ASOT)
- 23 graduate students in Business Teacher Education

(Thirteen of these graduate students are registered in the program and the reminder are currently not enrolled in courses, but are in the graduate program and pursuing a Master's degree in business teacher education.)

The BEA Department pursues a vigorous and varied program of instruction, research, and professional service. The function of the department has broaden considerably from its origin, as reflected in the current mission and goal statement. The mission and goals of the department, along with a detailed look at how they are addressed, comprise this section of the report.

Mission and Goals

Today, the established mission of the Department of Business Education and Administrative Services is:

> The Business Education and Administrative Services Department will strive to produce and assist in producing quality graduates which are actively recruited for initial employment as well as for advanced positions. The Department has a four-pronged mission:
>
> 1. Preparing students for teaching business subjects at the secondary and post-secondary levels;
> 2. Preparing students for leadership roles in office systems;
> 3. Providing opportunity for College of Business majors to improve their communication skills for successful entry and advancement in selected business occupations; and

4. Service to the University through selected courses introducing students to the concepts of business and the use of technology as a tool in the career of their choice.

This mission is reflected in the following departmental goals:

1. To develop curriculum which will prepare students to become teachers of business education, marketing and distributive education, basic business, consumer education, and information processing for secondary, postsecondary, adult and continuing education programs within the guidelines mandated by the BOR's 120 hours required for graduation.
2. To develop a program of study leading to employment in education and training in business and industry. The students would acquire skills necessary not only to train administrative support and service function personnel but also train management to efficiently use the new technology and apply it to their positions.
3. To prepare students as supervisors of administrative support and service personnel in modern business offices.
4. To provide courses necessary for traditional and nontraditional students within departments of the University to achieve their personal and professional goals and objectives (Departmental Mission Statement, Fall, 1989).

The department's broad mission remained essentially unchanged until 1968. Since then the evolving nature of business education and of the various roles within business education have made it necessary to revise the department's mission statement approximately every two years. In addition, since the late 1970's the microcomputer and other technologies have had a great impact in the changes taking place in the department as well as the way the department seeks to fulfill its mission.

The Business Education Department was first formed in 1968 and it primary purpose was to prepare secondary business teachers. Preparing secondary public school business teachers is no longer the single focus of the Department. The Business Education Department changed its name to Business Education and Administrative Services in 19___ . The Department of Business Education and Administrative Services currently offers major degree programs in Business Teacher Education, and Administrative Systems and Office Technology. In addition to the two degree program areas, the Department also offers the following three areas of specialization: communications, training and development, and career education. Degrees available in the BEA Department include the B.A., B.S., B.S. in Ed., M.A., and M.S.

The BEA Department's long-range objective is to continue to expand its clientele and mission to provide leadership in the field of business education through times of transition. As business education evolves further, the specific goals and activities of the department will continue to change as will its mission.

Structure

The overall structure of the BEA Departments has remained essentially the same of the past _______ years. Subtle changes in structure have occurred over time, in response to the changing needs of the field. As stated above the Department of Business Education and Administrative Services is one of five departments within the College of Business. The Department is administered through a chairperson, with a Department Faculty Status Committee (DFSC) to provide input and assistance. The Department has three area coordinators, one for communication, another for business and it's environment, and one for office systems. In addition, to the three area coordinators the Department also has a undergraduate and graduate advisor. The Department has several departmental committees and sponsors the following student organizations: Pi Omega Pi, Phi Beta Lambda, Students in Free Enterprise, Administrative Management Society, International Business Club, and Delta Pi Epsilon.

(What other information should we include ??????)

Organization

The BEA faculty and staff function within two degree program areas and three areas of specialization. The two degree program areas are business teacher education, and administrative systems and office technology. The three areas of specialization are communications, career education, and training and development. Specific instructional programs and courses are detailed further in the "Function" section. (Do we need to describe the organization in further detail??????).

Faculty and Staff

The faculty currently consists of ten full and two associate professors in tenure-line positions and four temporary part-time instructors. In addition, six graduate assistants are employed in the department. One of the major strengths of the department has been the wide array of specializations and areas of expertise reflected by its regular faculty.

WILMA JEAN ALEXANDER is a Professor and Chairperson of the BEA Department and also the internship coordinator. She has been a member of the BEA Department faculty since 1970. Her primary teaching interest are in office automation, information processing, office management, and microcomputers. Dr. Alexander's research interests focus on computer technology and business teacher education.

Dr. Alexander has conducted seminars on time management, boss-secretary teams, office management, records management, and microcomputers in business. She is the Past-President of the Association of Records Managers and Administrators (ARMA) and was twice presented the Chapter Member of the Year Award by the Association. Dr. Alexander is President-Elect of NABTE, an affiliate of the Business Education Division of the American Vocational Association. She also serves as editor of the *NABTE Review* and *NABTE Bulletin*. She has written several article in the areas of computer technology and curriculum development and has co-authored the book *Advanced Office Systems*. She received her Ed.D. in Business Education from Oklahoma State University.

JEAN GREVER is a Professor in the BEA Department. She has been a member of the department since 1963. Dr. Grever's primary teaching responsibilities are in the areas of information processing and office administration. She teaches basic typewriting/keyboarding, typewriting/word processing, and applications of office technology. Her research interests focus on business teacher education and computer technology.

Dr. Grever has consulted with firms on information processing systems, has conducted seminars for improvement in office productivity and time management, and has consulted with high schools and business departments on the integration of microcomputers and other office technology into the business curriculum. She has published over 40 articles and has given over 55 presentations at international, national, regional, and state conferences. She received her Ed.D in Business Education from Northern Illinois University.

JOHN HALL is a Professor and has been a member of the BEA Department since 1970. Dr. Hall's teaching interests are business communications, educational methodology, and career placement. He teaches report writing and career placement procedures. His research interests focus on communications and teaching methodologies.

Dr. Hall has conducted a multi-year research project designed to improve the quality of classroom instruction. He has authored articles in local, state and national Business Education journals, national Business Communication journals, industrial training journals, and SBIDA publications. In addition, Dr. Hall was the sponsor of the local Business Communications seminars. He received his Ed.D. in Secondary Education from Texas Tech University.

THOMAS HAYNES is an Associate Professor and has been a member of the BEA Department faculty since 1985. Dr. Haynes professional interests include cooperative work experience, teacher education, and business and marketing education. He teaches business and its environment, basic business and consumer education, and measurement and evaluation in business education. His research interests focus on business teacher education, business trends and issues, and technology.

Dr. Haynes has served on the Illinois Task Force for the Illinois Plan for Business, Marketing, and Management Education. He is associate director on the Applied Academics project at ISU, funded by the Illinois State Board of Education. He is also director of the Illinois Business, Marketing, and Management Teacher Education Project, and the McLean-Dewitt Regional Vocational System Quality Assistance Plan. He has published over 20 journal articles and has given over 35 presentations at national, regional, and state conferences. He received his Ph.D. in Occupational Education from Southern Illinois University.

ALFRED KAISERSHOT is a Professor in the BEA Department. He has been a member of the department faculty since 1970. Dr. Kaisershot's primary teaching areas are shorthand, typewriting, teaching methods, and report writing. He teaches report writing and strategies for teaching typewriting. His research interests focus on business teacher education and communications.

Dr. Kaisershot has been involved in numerous consultations with area firms concerning instruction and standards in typewriting, shorthand, and office practice. He was listed in Leaders in Education for 1975-76. He has published in Journal of Business Education, Business Exchange, Business Education Journal, Business Education Forum, The Balance Sheet, and others. He received his Ed.D. in Business Education for the University of Nebraska.

ANDREW NAPPI is a Professor in the BEA Department. He has been member of the Department faculty since 1980, and served as the Dean of the College of Business from 1980 to 1989. Dr. Nappi's teaching interests are in the areas of business education, business and its environment, research in business education, consumer education, and small business. His research interests are in small business management, business ethics, and consumer economics.

Dr. Nappi is the recipient of national awards for the teaching of economics at the collegiate level. He has served as a consultant to business, education, and government agencies such as the National Joint Council on Economic Education, and the Governor's Small Business Advisory Council. He received his Ph.D. in Business Administration from Ohio University.

TERESA PALMER is a Professor and has been a member of the BEA Department faculty since 1969. Dr. Palmer's primary teaching areas are human resource development and consumer economics. She teaches instructional techniques for business and teaching business adult learners. Her research interests focus on training and development, human capital theory, and customer relations.

Dr. Palmer is on the Board of Directors of the HRD Professors' Network of ASTD and is Past-President of the Illinois Consumer Education Association. She has published articles in the Journal of Consumer Education, Journal of Business Education, and Proceedings of American Council on Consumer Interests, among others. She received her Ed.D. in Continuing Education from the University of Illinois.

PAULA POMERENKE is an Associate Professor and has been a member of the BEA Department faculty since 1987. Dr. Pomerenke's teaching interests are in the business communications area. She teaches report writing. Her current research interests focus on the use of computers for business writing, and attitudes of students toward writing in a large corporation.

Dr. Pomerenke co-authored work for Teaching English in the Two-Year College and has written articles in The Journal of Business Communication, the National Accountant, Delaware Business Journal, Law and Order, the ABC Bulletin, and others. She received her D.A. in Professional Writing from Illinois State University.

IRIS VARNER is a Professor in the BEA Department. She has been a member of the department faculty since 1976. Dr. Varner's teaching responsibilities are cultural influences on international business, and managerial communications. She teaches business in a multicultural environment, advanced managerial business communication, and report writing. Her research focuses on international business, and communication ethics.

Dr. Varner has consulting experience with firms in the United States, Japan, and Germany. Since 1989 she has regularly taught Asian Business and the German-American Business Environment at the Ecole Superieure des Sciences Commerciales d' Angers. She has developed partnerships between the College of Business and business schools in Angers, France; Bristol, England; Paderborn, Germany; and with the Humboldt University of Berlin. She has published over 35 journal articles and has given over 70 presentations at international, national, regional, and state conferences. In 1991 the second edition of her textbook Contemporary Business Report Writing was published. She received her Ph.D. in Social Foundations from the University of Oklahoma.

ROSE MARY WENTLING is a Professor an has been a member of the BEA Department faculty since 1985. Her major teaching responsibilities involve teaching undergraduate and graduate administrative systems and computer technology courses, including principles of office administration, information/records management, business computer applications, office technology, and problems of office management. Dr. Wentling's research interests focus on computer technology, women managers, and small business management.

Dr. Wentling has conducted many research studies and has published over 30 journal articles and has given over 40 presentations at international, national, regional, and state conferences. She has served as a consultant for many business firms in evaluating and analyzing business office systems. She is currently writing a book on microcomputer applications for the Food and Agriculture Organization of the United Nations and conducting a research study on expert systems funded by the Delta Pi Epsilon Research Foundation. She received her Ph.D. in Vocational and Technical Education from the University of Illinois.

MICHAEL WINCHELL is a Professor in the BEA Department. He has been a member of the department faculty since 1974. Dr. Winchell's teaching interests are in business communications, report writing, and career placement procedures. His research focuses on communications, and career placement procedures.

Dr. Winchell authored a text, *The Career Search*. He has been selected as one of twelve business communications educators to serve on the National Editorial Advisory Board of Roxbury Publishing Company. He has authored and co-authored articles appearing in *American Business Communications Association Journal*, among others. He received his Ed.D. in Educational Administration from Illinois State University.

RALPH WRAY is a Professor and has been a member of the BEA Department faculty since 1970. Dr. Wray's professional interests include advertising services and marketing education. He teaches report writing, and organization and administration of vocational cooperative education. His research interests focus on business/vocational education, marketing, and cooperative education.

Dr. Wray has served as a consultant to various institutions. He has served as President and Vice-President of the Illinois Business Education Association. He also has served on the Executive Board of the Illinois Vocational Association and Illinois Association of Marketing Education. Currently, he is serving as a board member for the Illinois Foundation for Marketing Education. He is a member of the editorial board of the *Marketing Educators Journal*. Dr. Wray is co-author of *Introduction to Marketing* and author of *Advertising Services*. He has published over 60 journal articles and has given over 60 presentations at national, regional, and state conferences. He received his Ed.D. in Vocational Education from Indiana University.

Due to the numerous courses offered by the BEA Department, the department has traditionally employed many temporary part-time instructors. Temporary part-time instructors perform many important instructional functions within the BEA Department.

Departmental Resources

In addition to the human resources detailed in the previous section, the BEA Department relies on material and financial resources to fulfill its mission. The department is housed primarily on the first and third floor of the College of Business, Williams Hall Building, though some temporary part-time instructors and graduate student offices are in the lower (basement) level. The departmental office is located in room 327. Room 112 serves as the Department's office systems room in which many of the office systems courses are taught. The room is set up as an instructional lab and includes several computers, an electronic typewriter, and a dedicated word processor. Most of the BEA courses are taught in the Williams Hall building, however, some times courses are held in the following building: Schroeder Hall, DeGarmo Hall, Stevenson Hall, and Center for Visual Arts.

The two major sources of funding for the Department activities are internal, recurring funds and external funds generated through research and development activities. Another secondary source of funding is alumni donations through the Alumni Foundation. Historically, the BEA department has received financial support from a diverse array of funding agencies.

As noted previously, the BEA Department has been very successful in competing for and receiving external funds for research and development activities. Historically, the BEA Department has received the highest percentage of outside grants of all departments within the College of Business. Table 1 presents a comparison of the amount of funds represented by external grants and contracts for the past five fiscal years for the College of Business.

TABLE 1

Amounts of External Funds Represented by Grants and Contracts, by Department

Department	1986-87	1987-88	1988-89	1989-90	1990-91
ACC	$5,000	$0	$0	$0	$0
BEA	$193,746	$123,500	$40,000	$9,000	$85,403
FAL	$0	$0	$0	$16,000	$0
MQM	$90,712	$30,000	$35,000	$29,679	$51,967
MKT	$0	$18,900	$0	$0	$0
College Total	$289,458	$172,400	$75,000	$54,679	$137,370

Source: University Research Office, July, 1991

Linkages

The BEA Department maintains both formal and informal relationships with other departments, both within and outside the College of Business. The professional education course sequence for the Department's business teacher education students is offered cooperatively with the College of Education. The BEA Department also collaborates closely with the College of Education during the Illinois State Board of Education (ISBE), and the National Council for Accreditation for Teacher Education (NCATE) accreditation self-study review process. Department faculty also serve in several College of Education committees such as the Council for Teacher Education and the Secondary Education Advisory Committee.

In addition, several BEA faculty members work cooperatively with the University Lab School, and the Office of Clinical Experience and Clinical Practice (CECP) in order to acquire clinical experience for business teacher education students. Several Departmental faculty members also assist University High School teachers in curriculum development and instructional practices in order to help them improve their business education program. (any linkages for training and development specialization program???????)

An other visible type of linkage between BEA and other departments is cross listed course offerings. Currently, BEA 485 and 486 are cross listed with Industrial Technology and Home Economics; 491 with Curriculum and Instruction; 380 and 382 with Industrial Technology, Agriculture, and Home Economics; and 330 with Home Economics.

In addition, several BEA faculty members teach courses in other College of Business departments such as Management and Quantitative Methods and Accounting.

Function

Instruction

DEPARTMENTAL GOAL #1.

(What are somethings we have done in this area-----ASOT, Training and Development, Updated courses and curriculum, BTE, How about extramural programs for special groups through the Office of Continuing Education, Summer Institutes sponsored by publishing companies, any special programs such as summer leadership institutes and how about the seminars that Wray/Haynes and other faculty do?????)

Instructional programs, offered at both the undergraduate and graduate levels are the vehicle which this goal is accomplished. Teacher education programs leading to certification at the bachelor's or master's level are offered in business education. The primary audience for teacher certification programs include entry level and community college transfer students, as well as bachelor's degree holders who seek teacher certification.

(What else should we include??????)

The Department of Business Education and Administrative Services offers major degree programs in Business Teacher Education, and Administrative Systems and Office Technology.

The business teacher education program is developed to comply with teacher certification requirements for the State of Illinois. The programs prepares graduates for secondary teaching positions, optional special K-12, as well as for positions in community colleges, and training and development for business and industry. Teacher education programs leading to certification at the bachelor's or master's level are offered in business education.

The Administrative Systems and Office Technology program is a bachelor's degree program which provides graduates with career opportunities in various administrative systems and office automation positions which include administrative systems supervisor; administrative systems analyst; administrative assistant; information processing supervisor; or records manager in business, government, and educational institutions.

In addition to the two degree program areas explained above, the Department also offers the following three areas of specialization: communications, training and development, and career education. Degrees available in the BEA Department include the B.A., B.S., B.S. in Ed., M.A., and M.S.

Student Enrollment and Credit Hours

Due to a variety of economic, demographic, and societal factors student enrollment in BEA Departmental programs have declined steadily over the past decade as can be seen on Table 2 and Table 4. One apparent outcome of this trend has been the State's mandates for increased general education which have excluded business education courses. National reports on education have stressed the importance of math, science, English and other general education courses. Another has been the decreased of Federal and State funding for vocational education and school districts' reorganization efforts resulting in the elimination of business education positions nationwide. Still another is that females have traditionally selected teaching as a career option and this reflection is consistent with the enrollment patterns in the business teacher education program as the majority of the program enrollees have been females (Winchell, 1990). The literature (Blau and Ferber, 1985;

Raynolds, 1987; and Schwartz, 1989) now shows that females are finding greater opportunities in non-teaching areas of business.

Data describing the status of business education in the United States have been collected over the past decade, beginning in 1980. The survey data, collected from the National Association for Business Teacher Education (NABTE) Member institutions by the National Research Coordinator (Bronner, 1991) has provided information concerning both qualitative and quantitative details of institutional practices, enrollments, and standards throughout the United States. Table 2, 3, 4, and 5 show that although the BEA Department's student undergraduate enrollments and degrees conferred have steadily declined over the years they remain above when compared with the NABTE survey results. Table 2, 3, 4, and 5 also show that although the BEA Department's student graduate enrollments and degrees conferred are below when compared with the NABTE survey results they have remained relatively consistent and enrollments in the graduate program have slightly increased the past two years.

TABLE 2

BEA Department On-Campus 10th Day Headcount Enrollment Fall Semesters 1982 through 1991

	82	83	84	85	86	87	88	89	90	91
BTE (Undergraduate)							34	26	22	
ASOT (Undergraduate)							32	21	22	
Total (BE UG)							66	47	44	
BTE (Master)							9	8	12	

Source: Institutional Research Office, July, 1991

TABLE 3

Mean Enrollments of Business Education Majors (NABTE Survey Results)

n=	(148)	(148)	(156)	(144)	(141)		(153)		(137)	
Year=	82	83	84	85	86	87	88	89	90	91
Undergraduate	38	49	44	44	42	*	42	*	38	*
n=	(83)	(88)	(96)	(98)	(94)		(98)		(77)	
Master's	21	24	23	21	25	*	23	*	23	*

a. * Data not available

b. These numbers include all business education majors with the exception of 1990 which includes only business teacher education students

Source: Bronner, M. (1991). Business Education in the United States: 1989-1990 NABTE Survey Results.

TABLE 4

BEA Department Degrees Conferred Fiscal Year 1982 through 1991

	82	83	84	85	86	87	88	89	90	91
BTE (Bachelor)							14	19	14	14
ASOT (Bachelor)							15	24	17	11
Total (BE UG)							29	43	31	25
BTE (Master)							5	3	4	3

Source: Institutional Research Office, July, 1991

TABLE 5

Mean Numbers of Baccalaureate and Master Degrees (NABTE Survey Results)

n=	(148)	(148)	(156)	(144)	(141)		(153)		(137)	
Year=	82	83	84	85	86	87	88	89	90	91
Bachelor	11.5	10.5	9.7	11.0	9.8	*	9.9	*	11.5	*
n=	(83)	(88)	(96)	(98)	(94)		(98)		(77)	
Master	7.3	6.4	6.5	5.7	7.1	*	6.2	*	4.6	*

a. * Data not available
b. These numbers include all business education degree majors with the exception of 1990 which includes only business teacher education degree majors.

Source: Bronner, M. (1991). Business Education in the United States: 1989-1990 NABTE Survey Results.

Another item worthy consideration is the amount of in-service credit hours generated as a percent of the total. The nature of business education requires that the Department provide leadership and in-service instruction to its clients. Over the past five years, in-service credit hours have accounted for between ____ and _____ percent of total BEA credit hours generated, while averaging between _____ and _____ percent for the College of Business. (Will this be increasing in the future? If yes---Why??????)

(Have the total number of credit hours generated in the BEA Department increased or decreased between 1986 and 1991?????)
(Do we teach any extramural/off-campus courses?????)

In addition, the BEA Department compares favorably, or at least equitably, to many other departments in the College of Business in budgeted cost per credit hour and in credit hours generated per faculty member (see Table 3).

TABLE 3

Credit Hour (CH) Comparisons by Department

Department	Total CHs	State Budget/CH	CHs/FTE Faculty
ACC			
BEA			
FAL			
MQM			
MKT			
College of Bus.			

Data from 1990-1991

Research

DEPARTMENTAL GOAL #2.

(What is it???????)

Research in business education has been a prominent feature of the department and continues to be a major strength. Previous sections have detailed the BEA departments success in obtaining external funding for research and development projects. In addition, BEA faculty have been very successful in obtain internal funding for their research through the University Research Office (URO). During the past five years four BEA faculty members have had 12 research projects funded through internal funding sources. The important outcome of such activities is the dissemination of the results through publishing and presentation.

An accepted yardstick for measuring success in these endeavors is the number of refereed journal articles published and scholarly presentations make by the faculty members. The record of the BEA Department faculty in this area is well-documented. A scan of BEA research output for recent years revealed that publications and presentations could be categorized in four broad areas: Business teacher education, office systems and computer technology, vocational and technical education, and communications. Table 4 presents a summary of these dissemination activities.

TABLE 4

Refereed Publications and Research Presentations By Program Area

Research Program Area	Journal Articles					Scholarly Presentations				
	86	87	88	89	90	86	87	88	89	90
Business Teacher Education	1	6	3	2	9	2	1	3	5	5
Office Systems & Computer Tech.	1	2	4	2	3	0	2	4	3	1
Vocational & Tech. Education	0	1	0	3	0	2	1	0	0	0
Communications	2	4	8	2	4	3	4	8	3	5
Other	0	1	0	2	0	3	2	0	1	5
Total	4	14	15	11	16	10	10	15	12	17

Source: Illinois State University, College of Business, AACSB Reaccreditation Self-Study Report, May, 1991 (Only full-time tenured and tenure track-faculty members were included)

Table 5 presents a comparison of faculty scholarly activity for the past five years for the College of Business. One significant measure of productivity for academic personnel is the number of publications and presentations. A recent self-study by ISU, College of Business (1991) examined the publication and presentation productivity of faculty from the five departments in the College of Business from 1986-1990. As illustrated in Table 5, looking at the total number of publications and presentations, the faculty productivity of the BEA Department is the highest in all areas with the exception of books and proceedings. The BEA Department faculty have published 34.5 percent of the peer reviewed journal articles in the College of Business over the past five years. In addition, they have give 40% of national/international presentations and 50% of the regional presentations.

TABLE 5

College of Business
Faculty Scholarly Activity
1986 - 1990

Dept.	Publications				Presentations	
	Books	Peer Reviewed Journals	Proceedings	Other	National/ Intern'l	Regional
ACC	21	27	5	25	8	13
BEA	14	60	21	41	48	54
FAL	19	29	16	22	22	31
MQM	2	40	49	37	31	8
MKT	3	18	28	13	11	2
TOTAL	59	174	119	138	120	108

Source: Illinois State University, College of Business
AACSB Reaccreditation Self-Study Report, May, 1991
(Only full-time tenured and tenure track-faculty
members were included)

Due to considerable variation in the number of faculty in the different College of Business departments (ACC, 20; BEA, 12; FAL, 18; MQM, 19; and MKT, 13), the use of mean comparisons was much more meaningful than a comparison of gross numbers. Using the mean number of faculty for each department from 1986 to 1990 a "mean per faculty" in all areas was determined. Table 6 shows that the Department of Business Education and Administrative Services out-produced all other departments in the mean number per faculty member in all areas with the exception of proceedings. Productivity rankings have been used in many studies as surrogate measures of faculty quality (Vellenga, Allen and Riley, 1981), departmental quality (Bell and Seater, 1978; Davis and Papanek, 1984), university prestige (Hopkins, 1979) and quality (Graves, Merchand, and Thompson, 1982; Dyl and Lilly, 1985), academic quality (Moore and Taylor, 1980), departmental prestige (West, 1978), and research environment quality and faculty "currentness" (Graves et al.).

TABLE 6
College of Business
Mean Per Faculty Per Year
1986 - 1990

	Publications				Presentations	
Dept.	Books	Peer Reviewed Journals	Proceedings	Other	National/ Intern'l	Regional
ACC	1.05	1.35	.25	1.25	.40	.65
BEA	1.17	5.00	1.75	3.42	4.00	4.50
FAL	1.06	1.61	.89	1.22	1.22	1.72
MQM	.11	2.11	2.58	1.95	1.63	.42
MKT	.23	1.38	2.15	1.00	.85	.15

Source: Illinois State University, College of Business AACSB Reaccreditation Self-Study Report, May, 1991 (Only full-time tenured and tenure track-faculty members were included)

In addition to the numbers of publications and presentations given, department faculty have over the years, been recognized for the quality of their research through many awards and recognitions. Most recently, department faculty members have won recognition for the following:

- OUTSTANDING RESEARCH PROJECT AWARD, National Delta Pi Epsilon, November, 1989 (Rose Mary Wentling)
- OUTSTANDING RESEARCH PRESENTATION AWARD, National Marketing Education Association Research Conference, April, 1987 (Ralph Wray)
- LESTER E. SANDERS AWARD, National Marketing Education Association Research Conference, April, 1988 & 1989 (Ralph Wray)
- BEST RESEARCH PAPER AWARD, Delta Pi Epsilon National Research Conference, November, 1990 (Thomas Haynes)

Service

DEPARTMENTAL GOAL #3.

(What is the broad goal)

Providing professional service is particularly important in areas of business education, due to the constantly changing nature of the field. Department faculty members have participated in professional service activities at the college, university, state, national, and international levels. Table 7 identifies specifics service activities within broad areas performed by BEA faculty in recent years.

TABLE 7

Faculty Service Activities by Area

Areas of Service	86	87	88	89	90
Active Professional Committees					
University & College Committee					
Advisory Boards					
Journal Review Boards/Reviewer					
Meetings/Conferences					
Student Organizations					
Professional Awards					
Administrative Service					
Consulting Service					

Source: Data extracted from Departmental Annual Reports (1986 through 1990)

In addition to the number of professional service activities listed above, several departmental faculty have held offices in professional organizations over the years. Most recently, departmental faculty members have held the following offices:

-
-
-
-

Over the years, several departmental faculty have also been recognized for their professional services through many awards and recognitions. Most recently, department faculty members have won recognition for the following:

- ILLINOIS VOCATIONAL ASSOCIATION GOLD AFFILIATED PROFESSIONALISM AWARD, Illinois Vocational Association, February, 1989 (Jean Grever)
- ILLINOIS BUSINESS EDUCATION DISTINGUISHED SERVICE AWARD, Illinois Business Education Association, November, 1989 (Jean Grever)
- CERTIFICATE OF APPRECIATION, Cooperative Work Experience Education Association, American Vocational Association, December, 1987 (Rose Mary Wentling)
- DISTINGUISHED MEMBER AWARD, American Business Communication Association, 1988 (Iris Varner)
- ILLINOIS BUSINESS EDUCATION DISTINGUISHED SERVICE AWARD, Illinois Business Education Association, November, 1986 (Ralph Wray)

Summary

The state of the BEA Department at present mirrors the state of the field, which can best be described as "in transition." Business education is evolving from a job-specific, skill-oriented. primarily secondary public school endeavor into a broader mission which includes postsecondary training, programs which link secondary with postsecondary training, programs at both levels which integrate academic and business (vocational) instruction, and an ever-widening array of private sector training and human resource development programs. Recent initiatives in the BEA Department programming, and plans for future activities, are designed to provide leadership to the field in this time of transition. The BEA Department seeks not simply to respond to change, but to affect change as the evolution of business (vocational) education continues.

The state of the department reveals:

1. Experienced faculty with widely dispersed interest and areas of expertise, which are enhanced by a strong record of scholarly productivity, excellent instruction, and service to the college, university and the field.
2. A strong record of success in obtaining external funding for research, development, and service projects which augment the knowledge base in the various business education areas.
3.
4.
5.
6.

THE QUALITY OF THE DEPARTMENT

The key element of the study of Business Education was an examination of the quality of the department's overall programs and services. Before the Department of Business Education and Administrative Service (BEA) could engage in strategic planning, the level of quality of current and past programs and services needed to be determined. The Business Education Task Force sought input from many sources, including educational program evaluation models, quality methodologies used by business and industry (Deming, 1982; Juran, 1974; Crosby, 1984), and "consumer report" approaches to rating higher education (US News and World Report, 1990 and Money Magazine Money Guide, 1990). An integration of these approaches provided a methodology deemed insightful and rigorous for creating a understanding of the quality of the department's programs and services.

Using this multi-method approach, the BEA Department identified five areas as quality indicators:

1. Academic reputation
2. Faculty productivity
3. Faculty resources
4. Student selectivity and recruitment
5. Status and prominence of graduates

These quality indicators evolved from the requirements of key constituencies (e.g. internal departmental faculty, students, peer professionals, and funders) for various aspects of the BEA Department's programs and services. Each quality indicator was defined by specific criteria for which data could be collected and analyzed. (I need to give an example here)

Following the identification of indicators of quality, the Business Education Task Force collected comparative data from peer institutions to provide perspective on the quality of programs and services. Just as business and industry benchmarks its key products and services, the department used its set of quality indicators to benchmark its programs and services against other leading department's of business education and administrative services. Whenever possible, this section of the report identifies the department's performance on the various indicators in relation to peer institutions. Criteria were developed to identify business education departments similar to the BEA Department in mission and structure. To be selected as a peer institution, a business education department had to meet the following criteria:

1. Have an undergraduate and graduate business teacher education program and be a NABTE Institutional member.
2. Offer an undergraduate (four year) office systems degree program.
3. Have business education and office systems programs offered through the college of business.
4. Be accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Using these criteria, the following peer institutions were identified:

1. Ball State University
2. Baylor University
3. Bowling Green State University--Ohio
4. California State University--Northridge
5. East Texas State University
6. New York University
7. University of North Carolina--Greensboro
8. University of North Dakota
9. University of South Carolina
10. University of Wisconsin--Whitewater
11. Utah State University
12. Virginia Commonweath University

(I need to describe the procedure I used to collect the data)

Academic Reputation

Respect for faculty, instruction, scholarship, and high standards all play a role in determining the academic reputation of an institution. What follows is an effort to identify the perceived prestige of the Department of Business Education and Administrative Services at Illinois State University.

Winchell (1990) recently completed a longitudinal followup study of business education graduates from Illinois State University, 1968 through 1988. Winchell's study asked the question of why the graduates had chosen Illinois State University as their school to attend. Over 50 percent of the respondents indicated reputation as an institution of higher learning as the reason for choosing Illinois State University. Those citing reputation indicated a strong influence from a family member or respected high school teacher or counselor. When graduates in the study were asked if they would recommend business education as a major field of study the majority indicated yes. In addition, 31 percent of the graduates believed their preparation to have been excellent, while 44 percent of the graduates believed their preparation to have been above average, and 19 percent at least average.

The Department of Business Education and Administrative Services is accredited by both the American Assembly of Collegiate Schools of Business (AACSB) and the National Council for Accreditation for Teacher Education (NCATE). In the 1989-1990 NABTE survey of the 154 NABTE institutional members responding only 30 (19%) were accredited by the AACSB, and 124 (80%) were accredited by NCATE (Bronner, 1991).

Majors in the undergraduate business teacher education program must have earned a 2.5 grade point average (GPA) for admission to the University's teacher education program. In addition, undergraduate business teacher education majors must have a minimum 2.5 GPA in order to be eligible to student teach. The BEA Department's undergraduate GPA admission requirements is consistent with that of other business education programs in the United States. Bronner (1991) reported that the most frequent GPA requirement by 105 (83%) of the 126 NABTE institutional members responding to his survey, was 2.5, while 14 (11%) required less than a 2.5 GPA, and 7 (6%) required more than a 2.5 GPA.

Students interested in pursuing a master's degree in business teacher education must have achieved a GPA of at least 2.6 for the last 60 hours of undergraduate study. To be admitted as a master's degree student, applicants must complete the Graduate Management Admissions Test (GMAT) and provide letters of recommendation from professors and/or employers. The BEA Department's graduate admission requirements is not out of line when compared with other graduate business education programs in the United States. Bronner (1991) reported that of the 80 master's degree granting NABTE institutional members responding to his survey, there was almost a bimodal distribution with 28 (35%) of the institutions having a GPA admission requirement of 2.5, and 26 (32%) having GPA requirement of 3.0. The three major tests--GRE, GMAT, and MAT--were used in admission decisions for the NABTE institutions master's degree programs. Most NABTE institutions also utilized personal interviews and letters of recommendation in making admissions decision for the master's program.

(Should I include something here about the BEA Departmental faculty having the best teaching evaluations in the College of Business??????)

Faculty Productivity

A variety of factors determine faculty productivity. Since generation of new knowledge and dissemination of existing knowledge are two primary roles of academic faculty, these were used as organizers for the faculty productivity quality indicator. Comparisons were made between the BEA Department and peer departments in the areas of:

- Publications
- Acquiring funding for research
- Making scholarly presentations

Scholarly Publications

Wayne and Clark (1988) completed a study which provided a ranking of the top 30 colleges and universities based on the most productive business education faculty members and business education department based on faculty publication in four periodicals that were perceived as most important to business teacher educators. The periodicals were the *NABTE Review*, *The Delta Pi Epsilon Journal*, *Business Education Forum*, and *Journal of Education for Business*--formerly *The Journal of Business Education*. These four journals are refereed and require a blind review for all articles considered for publication. Only main section articles published in the four periodicals from January 1982 through May 1986 were examined; each author's rank, department, and university affiliation were noted. A "fractional credit" method was used to establish the rankings. For example, for a three-author article, if two authors were employed at Ball State University and one at Arizona State University, Ball State University received two-thirds of a point, and Arizona State University received one-third of a point. Table 5 shows the ranking of the 30 most frequently represented schools based on the total fractional credit attributed to a school's business education department. Based on the findings of this study presented on Table 5, of the 30 schools represented the Department of Business Education and Administrative Services at

Illinois State University is ranked number six.

TABLE 5

Rankings of the 30 Most Frequently Represented Schools Based on a Comparison of Total Business Education Fractional Credit, 1982-1986

School	Business Education Fractional Credit	Rank*
Arizona State University	22.67	1
Utah State University	21.42	2
Oklahoma State University	18.50	3
Northern Illinois University	10.50	4
ILLINOIS STATE UNIVERSITY	10.00	6
Ball State University	10.00	6
California State U.--L.A.	10.00	6
New York University	8.50	8
Lamar University	8.00	10.5
Louisiana State University	8.00	10.5
Virginia Polytechnic Inst.	8.00	10.5
Cleveland State University	8.00	10.5
Rider College	7.00	13
U. of Houston--Univ. Park	6.50	15
Virginia Commonwealth U.	6.50	15
U. of Minnesota--Minneapolis	6.50	15
Brigham Young University	6.00	17
U. of Minnesota--Duluth	5.50	20.5
Southern IL U.--Carbondale	5.50	20.5
North Carolina A&T University	5.50	20.5
Baruch College (CUNY)	5.50	20.5
Southwest Missouri State U.	5.50	20.5
University of Mississippi	5.50	20.5
Louisiana Tech University	5.00	24.5
U. of Wisconsin--Whitewater	5.00	24.5
U. of Nebraska--Omaha	4.50	26
Nicholls State University	4.00	28
University of South Carolina	4.00	28
Arkansas State University	4.00	28
Baylor University	3.50	30

* When schools have the same Business Education Fractional Credit, the rank is based on the average of the shared position.

Source: Wayne, F. S. and Clark, G. L. (1988). Ranking of Faculty Members Based on Number of Publications in Four Business Education Journals--1982-1986. NABTE Review, 15(88), 42-49.

Table ___ of this report shows that the BEA Departmental faculty have throughout the years continued to increase their refereed journal publications. According to Wayne and Clark (1988) productivity in refereed journals is one of the important prerequisites for attaining peer recognition of a quality graduate program in business education.

(COMPARE OURSELVES WITH PEER DEPARTMENTS)

Acquisition of Grants and Contracts

Success in acquiring and managing external grants and contracts is another indicator of faculty productivity. As noted in Figure 1, external funds have constantly been a part of the BEA Department resources.

FIGURE 1
GRANTS AND CONTRACTS

(1 = FY87, 2 = FY88, 3 = FY89, 4 = FY 90, 5 = FY91)

Thousands

COMPARE OURSELVES WITH DEPARTMENTAL PEERS

Professional Presentations

The number of professional presentations made each year is another indicator of academic faculty productivity. The Reaccreditation Self-Study Report, May, 1991 was examined to determine the total number and the mean number of professional presentations per faculty per year for the BEA Department. Figure 2 shows that the number of presentations appear to be consistently high during the time frame considered.

FIGURE 2

Professional Presentations
Total Number and Mean Per Faculty Per Year

	1986	1987	1988	1989	1990	Total
Total	18	13	24	17	30	102
Mean Per Faculty	1.5	1.1	2.0	1.4	2.5	8.5

(COMPARE OURSELVES WITH PEER DEPARTMENTS)

Faculty Resources

This section compares the level of personnel support received by the Department of Business Education and Administrative Services at Illinois State University with the support received by the eight peer institutions. An assumption of this comparison is that a positive relationship exists between program quality and the degree of personnel support received.

Tenure-Line Faculty

In comparison with peer institutions and departments, the BEA Department has fewer tenure-line faculty at all ranks. Currently, there are eleven tenure-line faculty within the department. This compares with a mean of _______ faculty in peer institutions. Number of faculty in peer institutions ranged from a low of ______ to a high of ______ members (See Table ______). In addition, while the Department size is rather small, a comparatively large number of part-time temporary instructors are on staff. The ratio of tenure-line to part-time temporary faculty in the BEA Department is about 3:1 (11 tenure-line to 4 part-time temporary instructors).

TABLE _____

Number of BEA Faculty
Compared to Peer Institutions

Institution	Assistant	Associate	Full

Support Staff

For the most part, peer institutions provide ___________________ ______________________(e.g., secretarial/clerical) as the BEA Department. Use of undergraduate work study is minimal within the BEA

Department. While peer institutions rely more heavily on graduate assistants for teaching, the BEA Department utilizes twice the number of graduate assistants for research activities.

TABLE ____

Comparison of Number of BEA Support Staff
with Number of Peer Institutions

Institution	Fulltime	Part-time	WS	GTA	GRA

Student Selectivity and Recruitment

Based on the assumption that quality educational programs recruit and obtain quality students, the student selectivity and recruitment indicator views the types of students attracted by the Department of Business Education and Administrative Services. Using the data collected for this study from peer business education departments, comparisons were made with peer institutions for the student selectivity factors of student to faculty ratio and the procedures and techniques utilized in student recruitment.

Ratio of Students to Faculty

A low student-to-faculty ratio is one factor in the student selectivity quality indicator. Program courses with low student-to-faculty ratios are expected to provide greater opportunities for mentoring, better advising, and more personalized instruction.

Table _____ shows that the BEA Department has a _______ student to faculty ratio than the peer institutions. The overall ratio of student BEA course enrollment in 1990 to tenure-line faculty members in the peer departments was ________, while the ratio for the BEA Department was ______ (See Table ____)

TABLE _____

Ratio of Student BE Course Enrollment
and Tenure-line Faculty

Institution	Students	Faculty	Ratio
Total			

Recruiting Students

The ability of a department to recruit and retain high quality students is another factor in determining departmental quality. The majority of the students enrolled in the BEA Department's programs are from the State of Illinois and attended high schools with 500 or fewer students (Winchell, 1990). The 24 BEA Department undergraduate students who graduate in 1991 had an overall average of _________ in the College of Business core courses, and an overall average of _______ in their major courses. The 3 students who earned their master degrees in 1991 had an overall average of ________ in their program courses. One conclusion that can be reached from this data is that the BEA Department although small in numbers is recruiting and retaining high quality students.

Again, using data collected for this study form peer business education departments, recruitment techniques used for the BEA Department's undergraduate and graduate programs were compared to those of the peer institutions. A comparison of recruitment techniques indicates that the BEA Department utilizes ____ (See Table __).

TABLE ___

Recruitment Techniques Utilized by
Business Education Departments
Undergraduate Programs

Institution	Newsletter	Brochure	Video Tape	Prof. Conf.	HS Visits

TABLE ___

Recruitment Techniques Utilized by
Business Education Departments
Graduate Programs

Institution	Newsletter	Brochure	Prof. Conf.	Follow-up Graduates

Status and Prominence of Graduates

The final indicator of departmental quality is the status and prominence of the graduates of the program. The assumption was made that high quality programs will produce graduates who will have a substantial impact on the field. Based on this assumption, the following areas were looked at:

- Types of positions obtained by undergraduate and graduate students
- Types of positions currently held by undergraduate and graduate program graduates
- Scholarly contributions to the field.

Comparative data for departmental peers were not available.

Type of Undergraduate and Graduate Placement

Table ___ shows the types of positions that undergraduate (BTE and ASOT) and graduate (Master) degree students (1985-1990) are placed in initially.

TABLE ____

Type of Undergraduate and Graduate Placements
1986-90

Type/Institution	BTE (n=)	ASOT (n=)	Master (n=)
Secondary			
Two-Yr. Post-Sec.			
Colleges & Univ.			
State Educ. Agencies			
Gov. Agencies			
Bus. & Ind.			
Total			

Types of Positions Held

In the last _____ years, graduates of the BEA Department have held national prominent leadership positions in higher education, public schools, and the private sector. Currently, BEA graduates occupy positions as ____.

Tables ____, ____, and _____ show the types of leadership positions currently occupied by BEA graduates. One conclusion to be reached by these data is that the BEA Department has been producing a significant number of leaders in the fields of business teacher education and office systems.

TABLE ____

Types of Positions Held
by BTE Undergraduates (1985-1990)
n=___

Position	Number

TABLE ____

Types of Positions Held
by ASOT Graduates (1985-1990)
n=___

Position	Number

TABLE ____

Types of Positions Held
by BTE Master Degree Graduates (1985-1990)
n=___

Position	Number

Scholarly Contributions of Graduates

(WHAT SHOULD WE INCLUDE HERE ????---Sandra Graham, Linda Frankeberger, etc. publications in refereed journals)

Summary

The findings of this report on the quality of the BEA Department can be summarized as follows:

1. Academic Reputation

2. Faculty Productivity

3. Faculty Resources

4. Student Selectivity and Recruitment

5. Status and Prominence of Graduates

References

AACSB 1990-91 Membership Directory. American Assembly of Collegiate Schools of Business. St. Louis, MO.

BEA Department Annual Reports, 1986 through 1990.

Bell, J. G., & Seater, J. J. (1978). Publishing performance: Departmental and individual. *Economic Inquiry*, 16, 599-615.

Blau, F. D., & Ferber, M. A. (1985). Women in the labor market: The last twenty years. In L. Larwood, A. H. Stromberg, & B. A. Gutek (Eds.), *Women and work*. Beverly Hill, CA: Sage.

Bronner, M. (1991). Business education in the United States: 1989-1990 NABTE survey results. Manuscript submitted for publication.

Crosby, P. B. (1984). *Quality without tears: The art of hassle-free management*. New York: American Library.

Davis, P., & Papenek, G. F. (1984). Faculty ratings of major economics departments by citations. *The American Economic Review*, 74, 225-230.

Deming, W. E. (1984). *Quality, productivity, and competitive position*. Cambridge, MA: Massachusetts Institute of Technology.

Dyl, E. A., & Lilly, M. S. (1985). A note on institutional contributions to the accounting literature. *Accounting Organizations and Society*, 10, 171-175.

Graves, P. E., Marchand, J. R., & Thompson, R. (1982). Economics department rankings: Research incentives, constraints, & efficiency. *American Economic Review*, 72, 1131-1141.

Hopkins, C. J. (1979). Productivity ratings of institutions based on publication in reading journals: 1972-1978. *Journal of Reading Behavior*, 21, 177-181.

Illinois State University 1990-1991 Fact Book. Institutional Research Office, Julian Hall 202.

Illinois State University. (May, 1991). College of Business, AACSB Reaccreditation Self-Study Report.

Institutional Research Office. (July, 1991). Illinois State University, Julian Hall.

Juran, J. M. (1974). *Quality control handbook* (3rd ed.). New York: McGraw-Hill Publishing Company.

Money Magazine Money Guide. (Fall, 1990). America's best college buys.

Moore, L. J., & Taylor, B. W., III. (1980). A study of institutional publications in business-related academic journals, 1972-78. Quarterly Review of Economics and Business, 20, 87-97.

NABTE member colleges and universities. (1990). Business Education Forum, 45(3), 47-49.

Raynolds, E. H. (1987). Management women in the corporate workplace: Possibilities for the Year 2000. Human Resource Management, 26(2), 265-276.

Schwartz, F. N. (1989). Management women and the new facts of life. Harvard Business Review, 67(1), 65-76.

US News and World Report. (October 15, 1990). Annual guide to America's best colleges.

University Research Office. (July, 1991). Illinois State University, Hovey Hall.

Vellenga, D. B., Allen, B. J., & Riley, C. D. (1981). An analysis of author affiliation for publications in transportation and logistics academic journals, 1967-1979. Transportation Journal, 21, 44-53.

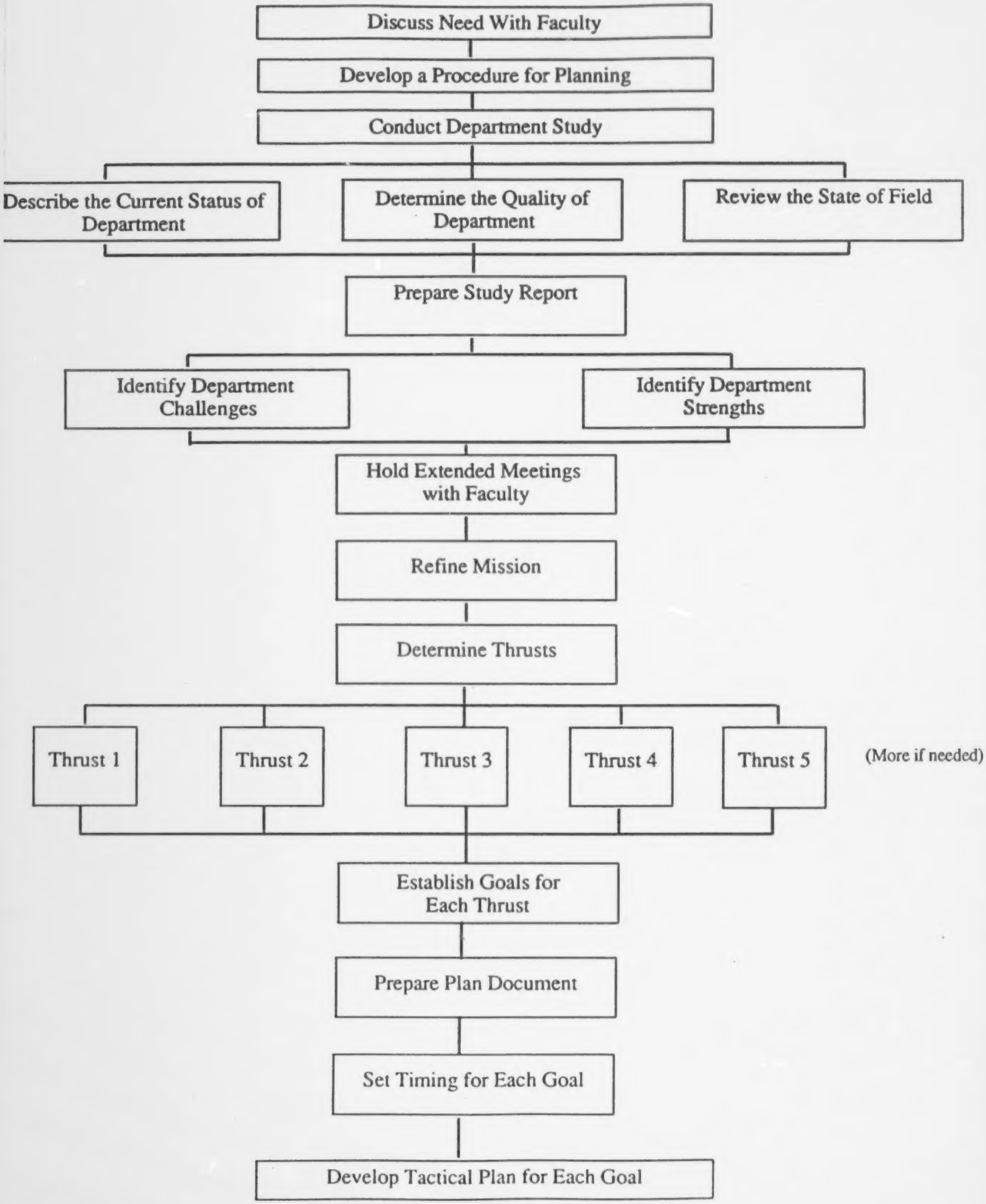
Wayne, F. S., & Clark, G. L. (1988). Ranking of faculty members based on number of publications in four business education journals--1982-1986. NABTE Review, 15(88), 42-49.

West, C. K. (1978). Productivity ratings of institutions based on publication in the journals of the American educational research association: 1970-1976. Educational Researcher, 7, 13-14.

Winchell, M. (March, 1990). Analysis of a longitudinal followup study of business education graduates from Illinois State University, 1968-1988, with emphasis on career patterns and perceptions of the future of business education. Unpublished research report.

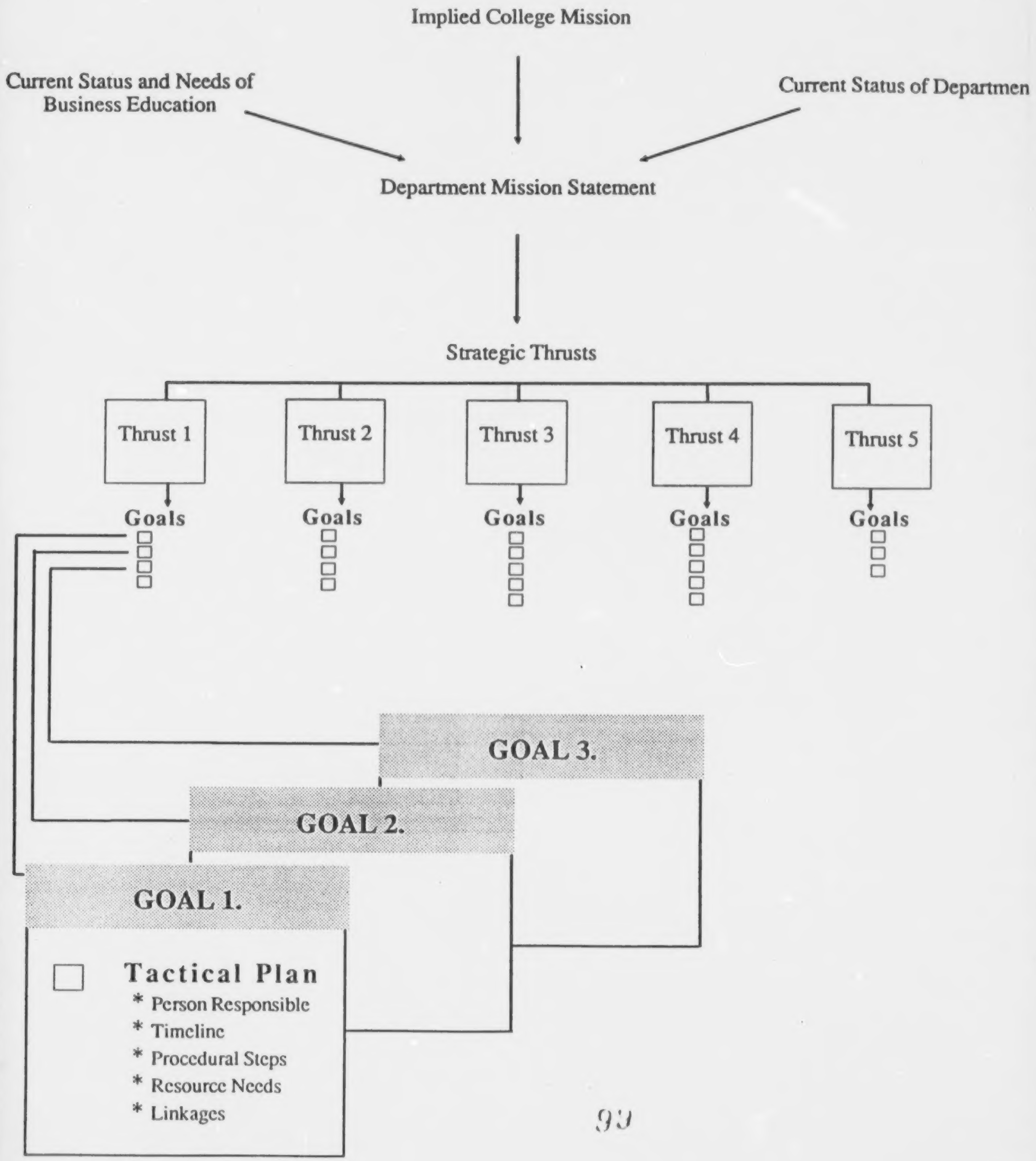
Procedural Description of Strategic Planning

Department of Business Education and Administrative Services


Discuss Need With Faculty
Develop a Procedure for Planning
Conduct Department Study
Describe the Current Status of Department
Determine the Quality of Department
Review the State of Field
Prepare Study Report
Identify Department Challenges
Identify Department Strengths
Hold Extended Meetings with Faculty
Refine Mission
Determine Thrusts
Thrust 1
Thrust 2
Thrust 3
Thrust 4
Thrust 5
(More if needed)
Establish Goals for Each Thrust
Prepare Plan Document
Set Timing for Each Goal
Develop Tactical Plan for Each Goal

Conceptual Model of Strategic Plan

Department of Business Education and Administrative Services


Implied College Mission
Current Status and Needs of Business Education
Current Status of Departmen
Department Mission Statement
Strategic Thrusts
Thrust 1
Thrust 2
Thrust 3
Thrust 4
Thrust 5
Goals
Goals
Goals
Goals
Goals
GOAL 3.
GOAL 2.
GOAL 1.
☐ Tactical Plan
* Person Responsible
* Timeline
* Procedural Steps
* Resource Needs
* Linkages

Using these criteria, the following peer institutions were identified:

1. Ball State University, Muncie, IN (Rodney E. Davis)
2. Baylor University, Waco, TX (Brenda Morris)
3. Bowling Green State University--Ohio (David J. Hyslop)
4. California State University--Northridge (Susan K. Leslie)
5. East Texas State University, Commerce (Donald E. English)
6. New York University, New York (Michael Bronner)
7. University of North Carolina--Greensboro (George P. Grill)
8. University of North Dakota, Grand Forks (James L. Navara)
9. University of South Carolina, Columbia (Patricia G. Moody)
10. University of Wisconsin--Whitewater (Donald K. Zahn)
11. Utah State University, Logan (Lloyd W. Bartholome)
12. Virginia Commonwealth University, Richmond (R. Jon Ackley)

STATUS OF BUSINESS EDUCATION DEPARTMENTS

Name of Institution ____

Name and Position of Person Being Contacted: ________________________

____

The Department of Business Education and Administrative Services, College of Business, Illinois State University is conducting a survey to assist in strategic planning for business education programs. Your business education department is one of eight departments that has been selected as the focus of this study. The results of this survey should also be useful to you. I will gladly mail you a copy of the results when the study is completed. (Indicate other information you think is appropriate)

CRITERIA

Do you have an undergraduate business teacher education program? ___Yes ___No

Do you have a graduate business teacher education program? ___Yes ___No

Do you offer an undergraduate (four year) office systems degree program? ___Yes ___No

Are your business education and office systems programs offered through the college of business at your university? ___Yes ___No

Are you accredited by the American Assembly of Collegiate Schools of Business (AACSB)? ___Yes ___No

What is your mailing address:

____

____

____

____

DRAFT COPY

STATUS OF BUSINESS EDUCATION DEPARTMENTS

NOTE: The Department of Business Education and Administrative Services, College of Business, Illinois State University is conducting this survey to assist in strategic planning for business education programs. Your business education department is one of eight departments that has been selected as the focus of this study. The results of this survey should also be useful to you. I will gladly mail you a copy of the results when the study is completed.

Name of Institution ______________________________

Name and Position of Person Completing Report: ______________________________

____

Please return by ______________, 1991 to:
Dr. Wilma Jean Alexander
Department Chairperson
Business Education & Administrative Services
College of Business
Illinois State University
Normal, IL 61761

PERSONNEL

Faculty in 1990-91 School Year: (include tenure-line, visiting faculty, and non-tenured contracted faculty employed). (Indicate number in each category)

Rank	Full-time	Part-time	Tenured	Tenure-track	You Anticipate in 2 Yrs.	retiring in 4 Yrs.
Professors	____	____	____	____	____	____
Associate Prof.	____	____	____	____	____	____
Asst. Prof.	____	____	____	____	____	____
Visiting Prof.	____	____	____	____	____	____
Instructors	____	____	____	____	____	____
Other	____	____	____	____	____	____
TOTAL	____	____	____	____	____	____

Other Personnel employed during 1990-91 school year: (indicate number in each category)

FTE Support Staff ____ FTE Work-Study ____
FTE Graduate Teaching Asst. 20 hrs/week ____ FTE Graduate Research Assistants ____
Other (list) ______________________________

102

CREDIT HOUR PRODUCTION FOR 1990-91 ACADEMIC YEAR AND 1991 SUMMER SESSION

Does your institution utilize a: (check one) _____ Semester Calendar
_____ Quarter Calendar

	1990-91 Academic	1991 Summer
Total Course Sections Taught by your Department	____________	____________
Total Credit Hours Produced	____________	____________

Comparing credit-hour production for the 1990-1991 calendar year to the 1988-1989 calendar year, has credit hour production: (check one)

Increased ______ Decreased ______ No Significant Change ______

FACULTY ASSIGNMENTS

What is the average teaching load (number of credits) per term for faculty who are not employed on funded research projects or compensated by non-credit producing entities?

Undergraduate Faculty __________
Graduate Faculty __________

STUDENT DATA

Please indicate the department's total number of majors enrolled for the Fall semester of each year indicated.

			FALL		
Major	1987	1988	1989	1990	1991
Business Teacher Ed. (Undergraduate)	____	____	____	____	____
Office Systems (Undergraduate)	____	____	____	____	____
Business Teacher Ed. (Master)	____	____	____	____	____
Other (Specify)	____	____	____	____	____
______________	____	____	____	____	____
______________	____	____	____	____	____
______________	____	____	____	____	____

Please indicate the department's total number of degrees conferred for each major and year indicated.

Major	1987	1988	1989	1990	1991
Business Teacher Ed. (Bachelors Degree)	____	____	____	____	____
Office Systems (Bachelors Degree)	____	____	____	____	____
Business Teacher Ed. (Masters Degree)	____	____	____	____	____
Other (Specify)					
____________	____	____	____	____	____
____________	____	____	____	____	____

EXTERNAL GRANTS AND CONTRACTS

Please indicate the department's total amount of funds received for research and development activities from external grants and contracts for each of the years indicated.

1987 $_______ 1988 $_______ 1989 $_______ 1990 $_______ 1991 $_______

SCHOLARLY PUBLICATIONS AND PRESENTATIONS

Please indicate the department's total number of publications and presentations for each category and year indicated.

	Publications				Presentations	
Year	Books	Peer Reviewed Journals	Proceedings	Other	National/ Intern'l	Regional
1987	____	____	____	____	____	____
1988	____	____	____	____	____	____
1989	____	____	____	____	____	____
1990	____	____	____	____	____	____
1991	____	____	____	____	____	____

RECRUITMENT TECHNIQUES

Please check the recruitment techniques utilized by the department to recruit students into your undergraduate and graduate business education programs.

UNDERGRADUATE PROGRAMS

____ Newsletters
____ Brochures
____ Video Tapes
____ School Visitations
____ Survey Potential Students
____ Professional Conferences
____ Letters to Schools
____ Student Organizations
____ Other (Please Specify)
____
____
____
____
____

GRADUATE PROGRAMS

____ Newsletters
____ Brochures
____ Video Tapes
____ Survey Teachers
____ Professional Conferences
____ Follow-up Past Graduates
____ Offer Seminars & Wkshps.
____ Student Organizations
____ Survey Potential Students
____ Other (Please Specify)
____
____
____
____

Does your department offer release-time to faculty for recruitment of students? _____ Yes _____ No If yes, how much? _____

TRENDS IN THE LAST TWO YEARS

(Please identify the major trends that have occurred at your institution during the last two years)

Administrative Structure of Unit: ________________________________
____
____
____
____

Graduate Curriculum: ________________________________
____
____
____
____

Undergraduate Curriculum: ________________________________
____
____
____
____

Student Demographics: ______________________________

Undergraduate Graduation Requirements: ______________________________

New Institution-Wide Requirements: ______________________________

Other Trends: ______________________________

THANK YOU VERY MUCH YOUR COOPERATION AND TIME

C. BUSINESS TEACHER EDUCATION PROGRAM CHANGE PROPOSAL

UNIVERSITY CURRICULUM COMMITTEE COVER SHEET

For All Proposals for Program Change

UNDERGRADUATE ONLY Business Education & Admin Serv. (Department) 1-3-91 (Date)

A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy for a new or altered program. (See catalog for format and examples.) Provide a summary of the changes.

(SEE ATTACHED PROPOSAL)

B. Proposed Action (More than one item may be checked)

- ☐ New—see instructions for submission of new program. (see V, pp. 9-10)
- ☒ Change in requirements for major
- ☒ Change in requirements for minor (See V, 1, d, p.9)
- ☐ Change in requirements for sequence
- ☐ Other program revisions

C. Routing and action summary

Department Chair ______________________ Date ________

College Curr. Comm. Chair ______________________ Date ________

College Dean ______________________ Date ________

Teacher Education Council ______________________ Date ________
(if required, see III, p.5)

University Curriculum Committee ______________________ Date ________

- ☐ Approved as submitted
- ☐ Approved with modifications
- ☐ Not approved

D. Please submit 20 copies to the University Curriculum Committee

SUMMARY OF PROPOSED ACTION

Changes are being proposed to make the Business Education major and minor compatible with the new State of Illinois teacher certification requirements so that graduates will be certifiable under the new standards. Within this context of change, several courses in the Administrative Systems and Office Technology (ASOT) major are key components of the Business Education major. From the ASOT courses that are a component of the Business Education major, several are being revised and/or new courses being proposed; all are in the final stages of the curriculum review and adoption process. It is hoped that this program change will include these revised/new courses as they are approved. These new/revised courses are:

BEA 225: Proposed advanced course in Microcomputer Applications.

BEA 256: Proposed replacement course for BEA 355 - Principles of Office Administration; Administratrive Office Management.

BEA 354: Proposed replacement course for BEA 255 - Office Systems; Administrative Information Systems: Planning and Implementation.

BEA 357: Proposed replacement course, for BEA 351 - Concepts of Office Information Processing; Administrative Information Systems Integration.

Additionally, this proposal includes a change in the required courses of all BEA majors; BEA 140 - Business Communication will be required.

A.

OLD CATALOG COPY (1990 - 1991 CATALOG):

BUSINESS EDUCATION MAJOR

Required courses:

-- Core Courses required of all Business Education Majors: ACC 131, 132, 166; BEA 100; FAL 208, 240; MKT 230; MQM 100 (or ECO 131), 220, 385; ECO 101, 102; PSY 111; MAT 110 or 120 (see MAT prerequisites) and; ENG 101. These courses lead to qualifications for teaching Accounting, Business Mathematics, Business Law and Business Economics. ECO 101, 102, MAT 120, PSY 111, and ENG 101 may be used to count toward University Studies requirements.

NEW CATALOG COPY FOR THIS SECTION SHOULD READ:

BUSINESS EDUCATION MAJOR

Required Courses:

-- Core Courses required of all Business Education Majors: ACC 131, 132, 166; BEA 100, 140; FAL 208, 240; MKT 230; MQM 100 (or ECO 131), 220, 385; ECO 101, 102; PSY 111; MAT 110 or 120 (see MAT prerequisites) and; ENG 101. These courses lead to qualifications for teaching Business Mathematics, Business Communications, Business Computer Applications, and Business Exploration/Orientation. ECO 101, 102, FAL 208, MAT 120, PSY 111, and ENG 101 may be used to count toward University Studies requirements.

B.

OLD CATALOG COPY (1990 - 1991 CATALOG):

BUSINESS EDUCATION MAJOR

-- 12 hours of additional courses for qualifications to teach in one or more of the following area:
  1. Typewriting: BEA 109 or equivalent, BEA 208
  2. Shorthand: BEA 122 or equivalent, BEA 222
  3. Office Practice: the requirements of typewriting and shorthand if they are part of the course and BEA 255
  4. Basic Business/Consumer Education: BEA 330 and certification in a teacher education program
  5. Business English: BEA 140
  6. Data Processing: BEA 200 or at least 2 hours of data processing in addition to ACC 166 (see Core courses)
  7. Marketing Education: BEA 380, 382; MKT 233, 234
  8. Vocational Business and Office Education: BEA 380, 382, and 2,000 of employment experience in the occupational specialty to be taught

NEW CATALOG COPY FOR THIS SECTION SHOULD READ:

BUSINESS EDUCATION MAJOR

-- 12 hours of additional courses for qualifications to teach in one or more of the following areas (state certification requires at least 9 hours in each of the following areas except for vocational certification):
  1. Accounting: ACC 131, ACC 132, FAL 240
  2. Basic Business: BEA 330, MQM 220, FAL 208, MKT 230
  3. Information Processing: BEA 109 and/or BEA 225, BEA 256, BEA 354
  4. Information Processing/Secretarial: BEA 109 and/or BEA 225, BEA 256, BEA 354 (students must transfer terminal course in shorthand, notehand, or machine transcription from another institution)
  5. Business Computer Programming/Systems: ACC 166, BEA 225, ACC 261, ACC 266
  6. Marketing: MKT 230 and any two of the following - MKT 231, MKT 232, MKT 233, MKT 234, and MKT 235
  7. Vocational Certification: BEA 380, BEA 382, and 2,000 hours of employment experience in the occupational specialty to be taught

c.

OLD CATALOG COPY (1990 - 1991 CATALOG):

MINOR IN BUSINESS EDUCATION

The Business Education minor is available to only those in an education major.

--25 hours required in the College of Business.
--Required courses: BEA 100, 109, 122, 208, 222, 260, 330, 360.04,or 360.07 (2 hours); FAL 208.
ACC 131, 132, and 166 may be substituted for BEA 122, 222, and FAL 208 if a student wishes to be certified to teach accounting and business mathematics rather than shorthand and business law.

NEW CATALOG COPY FOR THIS SECTION SHOULD READ:

MINOR IN BUSINESS EDUCATION

The Business Education minor is available to only those in an education major.

--25 hours required in the College of Business.
--Required courses: BEA 100, 140, 260, 360.10 OR 360.07 (2 hours); ACC 166, MQM 100.
--Beyond the 16 hours required, the student must choose nine hours from one of the following areas so that upon completion of the minor the student is qualified for at least one teaching certificate endorsement.

1. Accounting: ACC 131, 132, FAL 240
2. Basic Business: BEA 330, MQM 220, MKT 230
3. Information Processing: BEA 109 and/or 225, 256, 354

D. UPDATE IN BUSINESS EDUCATION COURSE PROPOSAL & EVALUATION REPORT OF WORKSHOP

DEPARTMENT OF BUSINESS EDUCATION AND ADMINISTRATIVE SERVICES
COLLEGE OF BUSINESS
ILLINOIS STATE UNIVERSITY

SUMMER OF 1990 (PROPOSED)

I. COURSE DESCRIPTION

Course: BEA 393.30, Update in Business and Vocational Education:

Prerequisites: BEA 360, 07, 08, 09, and 10

Text Book: None (support materials will be determined by professor from research articles and chapters from annual yearbooks).

Related Readings: Articles provided by the professor from their research background

Instructors: Dr. Thomas Haynes & Dr. Ralph Wray

Time and Location

Offices: Williams Hall 327 Williams Hall 343

Office Phone Numbe[illegible] (309)438-7842

Course Objectives:

1. To keep abreast of current technical information, processes, and skills necessary for the development of future workers in the business sector.
2. To develop an understanding of emerging curriculum arrangements that facilitate students' transitions from school to work.
3. To develop innovative and effective teaching methods which assist students in their development of technical, as well as basic academic skills.
4. To understand the role of business and industry in developing business curriculum.
5. To be able to develop the marketing links between business and industry to fully develop business education programs.

Brief Course Overview:

This course is intended to be offered regularly for one to three semester hours credit to provide in-service business education teachers an update on new developments, trends, and initiatives which are intended to improve instruction and curriculum in business education. Currently there are four major trends that are having a major impact on curriculum and instruction in business education, these are:

1. The role of integrating academic with vocational education.
2. Tech Prep programs in business education.
3. Articulation between secondary and post secondary education.
4. Developing business-education linkages.

Information and activities will be based on initiatives ongoing in the state of Illinois and across the country. The proposed course calendar below specifies the content of this course.

Course Calendar:

Contact Hours	Content	Learning Experiences
1-3	Basic orientation to four major developments in vocation and business education.	To interview a professional educator who is involved with each of the four activities.
4-6	A review of major models of integrating academic and vocational education.	Examine and evaluate a curriculum integration case to prescribe integration strategies to address learning needs.
7-9	Tech Prep programs in business education and other vocational areas; the major components and criteria for insurancing success.	Develop a potential Tech Prep, four plus two model for information systems, marketing, accounting, real estate, or other business occupations.

Contact Hours	Content	Learning Experiences
10-12	Understanding the role of articulation and processes by which the programs become articulated between secondary and post secondary schools.	Develop an articulation agreement for the Tech Prep program developed in the previous learning activity.
13-15	Industry involvement and marketing innovative programs in business education.	Develop a marketing plan for integration activities, Tech Prep programs or articulation agreements, which considers all internal and external publics that have an interest in the program.

Evaluation Procedure:

Activities to be evaluated would be an exam worth 200 points (total 40%), 4 written assignments totaling 300 points (total 60%). Grading scale: A = 90% (450 points and above), B = 80% (400-449 points), C = 70% (350-399 points), and F = 69% and below (299 points and below).

Bibliography:

Agency for Instructional Technology. (1986, June). Prospectus: Applied communication, a curriculum and learning materials for high school students. Bloomington, IN.

Artis, Marilyn J. (1978). Project MAVE: Model for articulated vocational education. Thornton Area Public School Association. South Holland, Illinois.

Barton, P. E. (1986, Winter). Employers and high schools: The fit between learning and working. Peabody Journal of Education. 63(2), 103-149.

Bennett, W. J., & McLaughlin, A. (1988). The bottom line: Basic skills in the workplace. A Joint Publication of the U.S. Department of Labor and the U.S. Department of Education. Washington, DC.

Benson, C. (1989, July 27). On integrating academic and vocational education. Testimony before the Senate Subcommittee on Education, Arts, and Humanities. Washington, DC.

Black, Marjorie. (1988). *The community college-high school connection: Articulated programs at San Juan College*. San Juan College. Farmington, New Mexico.

Blanchard, Rosanne. (1990). *Secondary post-secondary articulation handbook: Guide to articulation programs.* Mount Wachusett Community College. Massachusetts.

Boggio, Johnnie. (1979). *Report on articulation of vocational and technical program curricula of six local school districts and the Cincinnati Technical College*. Division of Community Relations/ Community Services, Marketing Committee, Articulation Sub-Committee. Cincinnati, Ohio.

Brown, Ted. (1987). Developing dynamic partnerships. videotape. Career Guidance Region IV. Springfield, Illinois.

Bushnell, David S. (1977). *Articulating vocational education at the post-secondary level*.

Center of Occupational Research and Development (1989). 2 + 2 articulation: A "Win-Win" experience: A workshop on Tech Prep. Waco, Texas.

Center for Occupational Research and Development (1989, June). *Prospectus: Applied Mathematics II*, to design and develop eleven additional units to augment the twenty-five units of applied mathematics that have recently been completed. Waco, TX.

Clune, W.H., White, P., & Patterson, J. (1989, February). *The implementation and effects of high school graduation requirements: First steps toward curricular reform*. (Research Report Series RR-011). Center for Policy Research in Education, Rutgers, The State University of New Jersey, New Brunswick, NJ.

Colbrese, Nick P. (1982). *Model for private sector involvement with public education*. Work-Education Council of the South Suburbs. South Holland, Illinois.

Coleman, William T., Jr. (1983). *Educating Americans for the 21st century: A report to the American people and the National Science Board*. National Science Foundation, National Science Board Commission on Precollege Education in Mathematics, Science and Technology. District of Columbia, Washington.

Cornell Institute for Occupational Education (1982). *Selected instructional materials for teaching basic skills in vocational education*. Cornell University: Ithaca, NY.

Corvallis School District 509J (1986). *An integrated vocational education and math skills model*. Corvallis, Oregon.

Delaware Consortium on Technical Preparation Programs (1987). *Delaware consortium on technical preparation programs: Report to the general assembly*. Delaware.

Farland, Ronald (1988). *High school articulation* California Community Colleges, Office of the Chancellor. Sacramento, California.

Finch, C. R., & Crunkilton, J. R. (1985, March). Is your curriculum for the nineties?. *VocEd Journal*. 60(2), 31-32.

Franchak, Stephen J. (1984). *Involving business, industry, and labor: Guidelines for planning and evaluating vocational education programs*. Ohio State University, The National Center for Research in Vocational Education. Columbus, Ohio.

Grubb, W., & Plihal, J. (1990). *Preliminary report: The cunning hand, the cultured mind: Models for integrating vocational and academic education*. Berkeley, CA: National Center for Research in Vocational Education.

Harris, L. (1988, Spring). The American workforce: Restoring its competitiveness. *Phi Kappa Phi Journal*, 38-39.

Hemmings, Madeleine B. (1984). *Next steps in public-private partnerships*. National Alliance of Business. District of Columbia, Washington.

Illinois State Board of Education, Department of Adult, Vocational and Technical Education (1973). An aid to articulation of occupational education programs. Springfield, Illinois.

Indiana University, School of Education, Office of Education and Training Resources (1988). How to gather and develop job specific literacy materials for basic skills instruction. Bloomington, Indiana.

Lockhead, C. (1988, May 23). Even the most basic jobs now require basic skills. Insight, 30-40.

Lotto, L. S. (1988). What about vocational education: A review of the evidence. Educational Policy. 2(3), 265-285.

Maryland State Board for Community Colleges (1984). Articulated programs between high schools and community colleges in Maryland. Annapolis, Maryland.

National Center for Research in Vocational Education (1986). A design and assessment of a formative evaluation of the principles of technology curriculum materials. Supported by the Office of Vocational and Adult Education, U.S. Dept. of Education. The Ohio State University, Columbus, OH.

National Center on Education and the Economy. (1990). America's Choice: High skills or low wages! Rochester, NY: author.

New York Times (1988, May 8). Firms learning more workers need retraining in basic skills. The Champaign-Urbana News-Gazette, C-7.

Northwest Regional Educational Laboratory, Education and Work Programs (1987). A guide for enhancing cooperation between vocational and academic teachers. Portland, Oregon.

Ohio Department of Education, Division of Vocational and Career Education. (1990). Applied academics: Modernizing vocational education. Columbus, Ohio.

Ohio State University, The National Center for Research in Vocational Education (1983). Building basic skills: Models for implementation. Columbus, Ohio.

Ohio State University, The National Center for Research in Vocational Education (1983). Building basic skills: Results from vocational education. Columbus, Ohio.

Tech Prep, Delaware Consortium on Technical Preparation Programs (1989). Tech Prep compendium of models. Middletown, Delaware.

Tech Prep, Delaware Consortium on Technical Preparation Programs (1989). Tech Prep program description booklet. Middletown. Delaware.

Tech Prep Task Force (1988). Tech Prep partnerships: Preparing Michigan students for the jobs of tomorrow. Lansing, Michigan.

U. S. News & World Report. (1989, June, 26). The forgotten half. 106(25), 44-49, 53.

University of Wisconsin-Madison, School of Education, Vocational Studies Center (1983). Basic skills improvement: A handbook for reading, math, writing, and oral communication. Madison, Wisconsin.

Weber, James M. (1982). Interim report: Comparative study of basic skills in vocational education. Ohio State University, The National Center for Research in Vocational Education. Columbus, Ohio.

White, Barbara. (1989). Planning for articulation: 2 + 2 vocational education programs. University of Hawaii. Honolulu, Hawaii.

Wisconsin Board of Vocational, Technical and Adult Education (1978). A process for planning and implementing a curriculum articulation effort. Madison, Wisconsin.

II. JUSTIFICATION

1. How does this course relate to the goals of graduate students, the department, and the University?

One of the primary functions of the Business Education and Administrative Services Department is to train in-service, as well as pre-service, business education teachers. This course offers a main avenue to reach these students and update them concerning emerging trends and developments. Also, as the University reasserts its mission as a teacher education institution, this course builds a linkage between local school instructors and the University.

O'Neil, Sharon Lund (1985). Education-For-Work: A model for establishing linkages between education, business, industry, and government. University of Houston-University Park, College of Technology, Technical Education Department. Houston, Texas.

Oregon Department of Education, Vocational/Technical Division (1989). Oregon technology systems education program model. Salem, Oregon.

Oregon State University, Vocational-Technical Education Department (1982). A methodology for reading skill improvement in vocational secondary programs. Corvallis, Oregon.

Owens, T., & Linder, F. (1989, February). Entry-level worker study: Phase I report, executive summary. Northwest Regional Educational Laboratory, Portland, OR.

Parkhurst, C. C. (1986, September). Why we must stress academic skills. Vocational Educational Journal. 61(6), 11.
Pritz, S. G. (1988, March). Basic skills: The new imperative. Vocational Educational Journal. 63(2), 24-26.

Pritz, Sandra G. (1990). The role of vocational education in the acquisition of basic academic skills: A position state of the National Association of State Directors of Vocational Education. The Ohio State University, Center on Education and Training for Employment. Columbus, Ohio.

National Center for Research in Vocational Education (1990). Reinforcing basic academic skills in vocational education. videotape. Berkeley, California.

Resnick, L. B. (1987, December). The 1987 AERA Presidential Address: Learning in school and out. Educational Researcher. 16(9), 13-20.

Schmidt, B. J. (1988, Spring). Reading skills students need for use of technical materials. Journal of Vocational and Technical Education. 4(2), 14-20.
Sherman, Susan W., editor. (1983). Education for tomorrow's jobs.

South Carolina Department of Education, Office of Vocational Education (1987). Reinforcing basic skills through vocational education. Columbia, South Carolina.

2. Is it typically offered by the same department at other universities?

Other universities offer courses similar to this on a regular basis. For example, Southern Illinois University at Carbondale and has a full agenda of in-service training courses with variable credit offered every summer for vocational teachers in multiple disciplines. The courses offered at other institutions are typically presented at the graduate level since most of the students are in-service teachers looking for curriculum development and instructional methods updates. Enrolling in such courses helps teachers meet their professional needs in their field and to move up on their salary schedules. And most importantly, this course offers the opportunity for business education teachers in the field to receive an update on new developments, trends, and skills which will assist them in preparing students for a positive transition from school to work.

3. Has the course been offered on an experimental basis?

No, but the first semester this course is offered would be somewhat like an experimental or pilot activity.

4. If the course may be taken for variable credit, outline the differential requirements for the awarding of the various levels of credit. If the course may be repeated for credit, state the number of credit hours of this course which may be counted toward meeting the minimum degree requirements for the program area.

This course should be variable credit, but the initial proposal is for one credit hour. The differential requirements for rewarding various levels of credit should be based on contact hours, content covered, learning experiences required, and reading assignments. It is envisioned that the course can be repeated for credit.

III. CONSEQUENCES

A. How often will the course be offered?

This course will be offered during the summer semester of each year, and depending on developments, could be offered at other times on a very limited basis.

B. In what programs will the course be required or elected?

It will not be include in any programs.

C. How will the addition of this course affect staffing and other courses in your department?

Since it will be offered mainly in the summer, it will offer an opportunity, depending on student demand, for faculty to teach in the summer.

Will new staff be needed? No.

If not, what course will be dropped, taught less frequently, or taught in fewer sections?

None, because there is a regular down sizing of course offerings in the summer. Normally faculty are available to teach during the summer.

What enrollment is predicted for the course, and from what constituencies will that enrollment be drawn?

It is predicted that this course could draw between 15 and 20 students during the summer. These students will be drawn from those business education teachers in secondary and post secondary schools in central Illinois, and pre-service business education teachers in the program at ISU.

D. How will the addition of this course affect other departments?

It should have no direct bearing on other departments.

E. Is the offering of this course contingent upon any other actions, such as approval of a program, approval of other courses, or changes in other courses?

No. This action is solely based on its own merits and the needs of in-service teachers.

F. What library resources will be needed before the course can be offered?

Current periodicals which the University library currently subscribes to, and reports published by state and national agencies already in the library holdings should be sufficient to operate this course. As new publications are released, faculty may acquire these and place those in library holdings. Many of these are sponsored by government agencies and are free or are available for a nominal fee.

G. What additional laboratory equipment, space, or material is needed for the course? None.

H. What off-campus arrangements must be made to offer the course?

At this time none, but it may be possible that this course could be offered off campus at sites in Peoria, Quad Cities, Decatur, or other areas that would have a significant number of business educators to make a variable credit update course available to them.

IV. EVALUATIONS

What procedures will be used to evaluate the success of the course?

The success of this course will be measured by the numbers of in-service business teachers enrolled, reviews of the course by students in regards to content and method of presentation, and evaluations by the department chairperson.

Illinois State University
College of Continuing Education and Public Service
Professional Development Division

TO: Dr. Ralph Wray
✓Dr. Thomas Haynes

FROM: Susan Parrent

RE: Workshop Evaluations

DATE: August 2, 1991

Enclosed is a summary of the evaluations completed at your Update workshop in July. As you can see, participants were very positive except for the coolness of the room -- something beyond our control.

If Professional Development can be of any held in the future, do not hesitate to call. It was a pleasure meeting both of you.

Congratulations on an excellent program!

Normal-Bloomington, Illinois
Phone: 309/438-2160

207 South Main
Normal Illinois 61761-6901

Equal Opportunity/Affirmative Action University

CCEPS Instructional Evaluation Form

Program: Update in Business and Vocational Education

# of Participants: 24

Instructors: Dr. Ralph Wray &
Dr. Thomas Haynes

Date: July 19-20,1991

The following is a summary of participants evaluations. All questions used a five point likert scale, with 1 being on the left. An average has been calculated of all responses for each question.

INSTRUCTOR/LEADER

				Average
1.	The instructor's explanations of the materials were:	Very Clear	Very Unclear	1.35
2.	The instructor's speaking ability was:	Excellent	Very Poor	1.42
3.	The instructor changed approaches as needed:	Strongly Agree	Strongly Disagree	1.46
4.	The instructor effectively held my attention:	Strongly Agree	Strongly Disagree	1.08
5.	Time was allotted for questions and classroom discussion:	Strongly Agree	Strongly Disagree	1.71
6.	The instructor's rapport with participants was:	Excellent	Very Poor	1.13
7.	I would enjoy attending another program with this instructor:	Strongly Agree	Strongly Disagree	1.46

PROGRAM

8.	The level of the instruction was:	Too Advanced	Too Elementary	2.83
9.	The length of the instruction was:	Too Long	Too Short	2.83
10.	The instruction was worth the time and effort:	Strongly Agree	Strongly Disagree	1.46
11.	I can use the information/skills provided:	Strongly Agree	Strongly Disagree	1.75
12.	I would recommend this program to others:	Strongly Agree	Strongly Disagree	1.54

CCEPS Instructional Evaluation Form

Program: Update in Business and Vocational Education **P.2**

FACILITIES

				Average
13.	Meeting rooms/seating:	Excellent	Very Poor	1.46
14.	Meeting rooms/temperature:	Too Hot	Too Cold	4.67
15.	Meeting rooms/lighting:	Excellent	Very Poor	1.59
16.	Food and/or refreshments:	Excellent	Very Poor	1.38
17.	Registration process:	Very Well Organized	Very Dis-Organized	1.35
18.	Beginning with Monday=1 and Friday =5 select letter for best day of week for you to attend a program:	Monday	Friday	4.11
19.	Best time of day:	Day=1	Evening=2	1.19

20. How did you hear about this program?

	# of Participant Responses
*Brochure (at work)	13
*Newspaper	
*Newsletter	7(ISU Business Ed Update)
*Journal	
*Employer	
*Friend	1
*Brochure (at home)	2
*Radio	
*Library	

21. Please use the space provided to make additional comments about program content, the instructor, or the facilities.
-I sometimes had difficulty determining what exactly our approach should be to the lists we developed.
-I enjoyed all three and the hospitality was excellent.
-The program was informative and interesting-lots of good ideas!
-Room was very **cold**! We should have been warmed.
-Dr. Wray & Dr. Haynes-Thanks for an informative seminar/workshop! Nice job!
-Seminar was well organized.
-You all did an excellent job!
-Thank you for providing information I will need in the near future.

22. Do you have any suggestions for further program topics you would like to see offered?
-Extension courses offered at other locations.
-Marketing Business Education

E. ISSUES IN BUSINESS TEACHER EDUCATION IN ILLINOIS

Issues in Business Teacher Education

On May 13th and 14th, 1991, staff of the Business Marketing and Management Teacher Education Initiative Project met in Charleston, Illinois to discuss issues and developments in business teacher education, issues surrounding Tech Prep Associate degree programs in business including evaluating the role of teacher education personnel in developing Tech Prep programs and considerations for model business teacher education programs. Listed below are the major issues confronting business teacher education that were identified.

Issues and Developments in Business Teacher Education

- **Methods of certification in Business Education.** Due to the changing nature of business education delivery, concern was expressed in the methods of certifying business education professionals, not only to teach business courses in traditional secondary programs, but also elementary level keyboarding and basic business/consumer economics courses at below secondary level. In addition, with the emphasis on integration and the development of Tech Prep programs, it is evident that business teacher education programs should emphasize mathematics and English disciplines as well. It is highly recommended that students pursuing a business education major should complete courses that lead to junior high or secondary mathematics and/or English certification.

- **Pre and Inservice Certification and Training Related to Tech Prep.**

Considering the strength and vitality of the Tech Prep initiative in Illinois, there should be an emphasis placed on Tech Prep in preservice teacher training, curriculum development, as well as state organized inservice training sessions. The inservice workshops should be rigorous enough for teachers to receive graduate level credit. It is also important that preservice business education teachers receive a solid orientation to the Tech Prep concept and the means by which Tech Prep programs are developed.

- **Isolation in Business Teacher Education**

Over the last ten years, business teacher education has become more isolated from the mainstream of educational reform efforts. The Illinois State Board of Education, Department Adult, Vocational and Technical Education (ISBE/DAVTE) policy and initiatives, has shown a lack of support for business teacher education. Unless a change of course takes place, business teacher education will become an after thought in Illinois. In addition, the new Carl Perkins Vocational and Applied Technology Education Act, contains little support of teacher education. This does not bode well for effective preparation of teachers to be quality educators and educational reform agents in public schools.

- **Curriculum Development**

  Due to the speed at which the work place and work tasks are changing, curriculum development becomes problematic, i.e. that by the time curriculum is developed and implemented to meet the needs of the work force, it is already out of date. Project staff indicated that a system of curriculum development which can assist secondary and post-secondary teachers in working with their curriculum on a regular basis would be helpful. A database type of curriculum development effort would be appropriate with regular updates of curriculum outlines and learning activities that are associated with current developments in work activities, technology, and the workplace environment. In addition, as mentioned earlier, the preservice and inservice components of teacher education need to be addressed in terms of curriculum that meets the real needs of teachers as they enter the world of secondary instruction in public schools in Illinois.

- **Expanded Basics**

  Employability skills, reading, writing, mathematics, listening, speaking, science, social science, problem solving, decision making have all been identified as components of the expanded basics, i.e. those basic understandings that everybody should know to be successful not only in the world of work, but in their personal endeavors. Project staff indicated that the term, basics, hasn't been clearly identified in relation to teacher education in Illinois. Teacher educators are not certain at this point what should be included in expanded basics in business teacher education so that teachers can be prepared for the secondary environment where accountability and evaluation of the Illinois goal assessment program takes place. Project staff would like to see a clear delineation of what expanded basics are and how those fit into teacher education curricula.

- **Distance Learning**

  In regards to inservice training concerning basic concepts such as Tech Prep or curriculum integration, it is appropriate that such inservice activities could be delivered through distance learning, either via satellite, downlinks or through interactive telecommunications. It is important that a clear and coherent message concerning state initiatives be disseminated on a regular basis to all parts of the state at minimal cost. This is especially true with the current budget situation where travel dollars will be at a premium and yet the need for up-to-date inservice activities will become even more critical. Teacher education institutions should assist in helping to develop these distance learning opportunities.

- **Special Needs Students**

  Concerning the specifics of the Carl Perkins Vocational and Applied Technology Act, the role vocational teachers play in the delivery of instruction to special needs students will be increased dramatically. Consistently, teachers indicate that their preparation to effectively deliver instruction that is fashioned to assist special needs students is less than what they need. Project staff feel that the preparation of teacher education candidates to work with special needs students should be reviewed and updated so that these teachers will have the tools and skills to assist these students in reaching their potential.

- **Curriculum Pressure**

  In reviewing business teacher education programs at three institutions in the state of Illinois, it is evident that there is tremendous curriculum pressure on these programs, as well as other vocational teacher education programs. Given that a university will have its basic general education or university studies component, students will also have to meet general education course requirements identified by the Illinois State Board of Education. In colleges of business, students will have to successfully complete "tool" courses in accounting, computers, economics, and mathematics. In addition, they will have to complete courses in the "common body of knowledge" in the business curriculum. And, they will also complete a professional education sequence which will make up one-fifth of their hours, Finally, they will complete their business teacher education courses to develop their pedagogical skills to meet the demands of the secondary school student. With all these various requirements, it is difficult to expand or improve the business teacher education program. Teacher educators need to explore a variety of means to prepare business teachers for the issues and developments that will be confronting them once they leave the university setting. Program change is a "catch 22" situation: the traditional four year program has become full due to a variety of requirements, while a fifth year post baccalaureate program has little potential of drawing many students, because of the additional cost. In addition, few local school districts are interested in developing a paid internship the year following a bachelors degree to be used as student teaching. A clear direction and a commitment to act are imperative.

* **Types and Numbers of Business Teacher Education Programs in Illinois**

A review of the last ten years illustrates that the numbers and types of business teacher education programs have changed. There are fewer bonafide business education programs than there were five years ago. There are also business teacher education programs in the state of Illinois that do not truly have a bonafide business teacher education faculty or program. There are several state and private institutions that have been identified that prepare preservice business teacher education students but they do not have qualified faculty. At these institutions curriculum in business teacher education is not regularly offered, they do not have business teacher education faculty supervising student teaching assignments. They do not have appropriate library resources. Also,they do not have faculty who are actively involved with professional organizations or the Illinois State Board of Education on teacher education initiatives. The State Board of Education should make efforts to solidify and strengthen bonafide business teacher education programs. The Illinois State Board of Education should not allow non bonafide programs continue.

- **Illinois Business Teacher Education Council**

Project staff feel the Illinois Business Teacher Education Council (IBTEC) has the opportunity to have these concerns addressed.It is the project staffs consensus that IBTEC needs to assert itself in determining the future of business teacher education and business education in the state of Illinois. This type of assertive activity includes working more closely with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education and the Illinois Business Education Association leadership, including the leadership of IBEA affiliates. IBTEC needs to take advantage of the interest by business representatives towards education to garner support and assistance to further business education programs in the state of Illinois. It needs to collectively pursue support for curriculum development efforts for business education, and business teacher education. In addition, IBTEC should assist in the clarification of the role of business teacher educators in conducting research, teaching, and delivering inservice and preservice training for business teachers. Several constituent groups of business teacher education have a confused understanding of what teacher educators roles are with universities. IBTEC should develop a means to accurately inform these constituents of their activities. Seeking membership on the leadership boards of the constituent groups is one means. Regular mailings of an IBTEC newsletter or a column in the IBEA Reports for IBTEC would help immensely.

- **Community College Articulation**

Project staff feel that one of the stronger areas of opportunity for recruiting quality individuals into business teacher education is through articulation with community colleges across Illinois. Several community college faculty have indicated that they have students who are interested in potentially pursuing teacher education degrees, but are in an Associate of Applied Science degree which has very little transfer value.Therefore, students are sometimes turned-off by the potential to become a teacher because of having to complete more than 4 years of college to become a certified business teacher. IBTEC members and other bonafide business teacher educators should pursue the development of articulation agreements between four year senior institutions and community colleges.

- **Teacher Education Research**

It is evident by a review of the literature,that teacher education research receives inadequate attention. Even the National Center for Research and Vocational Education focuses a very small proportion of their research effort on teacher education. It is the hope of the staff through organizations like IBTEC and IBEA that we can assist in the continued effort to pursue research activities related to teacher education issues. In looking at the component parts of a business teacher education program, it is evident that the changes in school environment and clientele, as well as, the changes in the business world indicate that significant changes in teacher education programs needs to take place. Project staff feel new efforts should be made to redefine the task and duties that teachers need to perform in business education positions. Competency statements should be developed that reflect these new demands. Curriculum materials should then be prepared so that business education can be professionalized.

* **Communications**

The level of communications that business teacher educators have with ISBE/DAVTE staff needs to be improved in terms of quality and quantity. At the minimum, there needs to be more dialogue between ISBE/DAVTE staff and teacher educators in regards to certification issues, curriculum, inservice and preservice training, legislative issues and visioning of the future. It is the hope of the project staff that through IBTEC and initiatives by ISBE/DAVTE that much of this dialogue can begin to be developed without the development of new structures. Some of these activities include joint staff meetings at conferences, joint hosting of conferences on issues in vocational teacher education, developing networks, and developing position papers concerning business teacher education.

* **Resources**

Considering the quality gap between bonafide business teacher education programs in Illinois and those that are only part-time programs, ISBE/DAVTE should take steps to direct resources toward the bonafide business teacher education programs and institutions.

- **Tech Prep**

What role should teacher educators play in the development of Tech Prep associate degree program in business? It appears that being invited or requested to act as facilitators to develop these programs can be a workable strategy. But, this needs to be by invitation, it can not be forced upon secondary and/or post-secondary institutions. In addition, it is unclear at this time what the connection is between Tech Prep associate degree programs and teacher education programs. Although, it would seem to be an obvious link to the university level, ISBE/DAVTE staff have indicated that the connection of Tech Prep programs to the university level is of limited importance.

Another concern identified in developing Tech Prep associate degree programs was that the specialization of Tech Prep associate degree programs to local needs develops fragmented Tech Prep programs that are not necessarily the same from one region of the state to another. This is directly opposite of the West German certificate models that are standardized across program areas across the country. An additional issue has been professional development activities concerning Tech Prep and curriculum integration. Anecdotal reports concerning workshop sessions delivered around the state indicate that many of the staff development inservice activities were "one shot" workshops with little teacher activity and an abundance of people talking at teachers; not necessarily the teachers working and discussing. In addition, money for inservice could have been more wisely used, if tied to local planning or intensive inservice activities that allow teachers to meet, organize, and plan curriculum. Professional educators have indicated this type of process is a very effective means of developing expertise and quality programs. Again, looking at the role of university faculty in developing Tech Prep programs, information needs to be gathered concerning the role teacher educators can play in developing Tech Prep.

There was also some confusion about the role that math, English, science, and social studies teachers and guidance personnel should play in the planning process for Tech Prep business programs. The question is not whether they should be involved, but rather how, when, and to what degree they should be involved. Are they to be involved with every activity in the Tech Prep associate degree planning initiative or are they just involved in specified curriculum development efforts?

In relation to this, there needs to be a specifically delineated planning process for the development of courses of study for associate degree programs.

The Underlying Principles for A Conceptually Strong Business Teacher Education Program

In reviewing the developments in business teacher education over the last ten years, numerous reports identify weaknesses and problem areas in the reform of teacher education. It has become apparent that there are specific points that need to be addressed to improve business teacher education programs. Listed below are several basic tenets or concepts that should be addressed to improve the quality of bonafide business teacher education programs.

Philosophy

Each business teacher education program needs to have a clear and specified philosophy. This may include such concepts as "developing professional secondary public school teachers to teach for and about business," or more broadly "preparing teachers who use effective instructional skills, are involved in professional associations, have the ability to change with the business environment; are expert learners; are curriculum developers; have enthusiasm for business subjects; are able to make ethical decisions; are humanistic in nature and personality; and are highly motivated."

- **Delivery Structures**

There are three major ways in which business teachers are prepared. One means is through a college of education degree program where students will take business courses outside the college of education or potentially, if programs are large enough, from content coursework taught by teacher educators. The second version is through colleges of business where students receive business content instruction and their specific business teacher preparation within the college of business. They complete their professional education component through the College of Education.

There are non traditional models that serve business professionals who seek and pursue a business education career. These programs for non traditional students adjust the amount of course credit these professionals can receive for their past work experiences and backgrounds. Program components are adjusted to meet their needs in preparing them for professional work as a business teacher. Such adjustments include timing and sequencing of course work and the types of courses they must complete. Within these three models, there can be seen two other major forms of teacher preparation. One being the Holmes group model, where a professional education major is pursued after a content area bachelor's degree is acquired and the traditional method of a four year integrated program which includes both content back-ground and pedagogical skill development.

- **Making Connection Between the College of Education and the College of Business, Between Generalized and Specialized Methods and Teaching Methods and Foundations Courses**

Between departments and colleges there can be educational gaps, redundant components, or missing components. These need to be addressed to make business teacher education programs efficient and effective. In the delivery of teacher education programs, there should be an education core for all students, including business teacher education students. This will provide an opportunity for preservice teachers to become accustomed to working with people from different disciplines. This will allow the students to develop an understanding of what these disciplines are about including foundational principles and concepts. Beyond the professional education core, students should receive specialized training in the pedagogy of business subjects. In developing business teacher education programs, institutions should utilize program advisory boards. The membership of these boards should include master teachers, business teacher educators, college of education faculty, ISBE/DAVTE staff, and business representatives. These boards should meet regularly to provide input on curriculum, methods of delivery, and program development.

* **Teacher Education Curriculum**

In the general education portion of the teacher education curriculum, there should be a core of recommended or required courses a teacher education student should complete. These future teachers need to be instructed by the best teachers, so that they are provided with experiences associated with excellent role models. In regards to business content, business teacher education students should take the basic "tool courses" in accounting, economics, computer literacy, writing, and mathematics to prepare themselves for the business courses that make up the "common body of knowledge" that all business students complete. In addition, there are specified business teacher education courses that provide critical foundational knowledge and build teaching methodology so that they will become effective teachers. In terms of the college of education core, there needs to be coverage of teaching and learning theory, educational psychology, curriculum development, instructional strategies and methodologies, and the social and political culture of education. In general teaching methods courses taught in a college of education, the focus should be on learning styles and instructional practices, planning instruction/measurement evaluation of instruction and motivating students. In addition, the university should strive to improve library and other resource areas so that preservice and inservice teachers can utilize these on an on-going basis. Finally, university business teacher educators should develop linkages with quality teachers and programs in secondary and post-secondary programs. Once these programs have been identified, teacher educators should utilize these for the delivery of instruction, observation, and other clinical experiences.

- **Testing**

Students wishing to pursue business education courses should be required to pass entrance examinations to be admitted to the teacher education program. In addition, basic skill courses and exit exams to assess their comprehensive knowledge and abilities to teach should be completed by all teacher education students.

- **Selecting Media and Materials as well as Methods of Curriculum Development**

  In the specialized methods courses taught in business education programs, the business teacher educator should work closely with master teachers from selected quality sites. These methods classes should focus on action oriented teaching methodology, such as cooperative learning, simulations, and student activities that are exciting and take place in life contexts. These methods classes should include practice teaching with coaching from teacher educators and master teachers. These courses should provide an opportunity to develop skills in curriculum development; practicing the utilization of various instructional equipment; using curriculum materials and developing curriculum materials;developing an understanding of pedagogy and learning theory; becoming skilled at managing the classroom; and developing solid measurement and evaluation practices.

- **Clinical Experiences**

  Students enrolled in business teacher education programs should have a variety of clinical experiences. Students should be involved in planned and coordinated clinical experiences with sites that meet quality criteria that reflect excellence in such areas as instruction, curriculum, creative structures, and curriculum integration or Tech Prep programs. Clinical experiences should include extensive opportunities for early program activities for the business teacher education students with mentor teachers to assist preservice teachers in developing an understanding of the culture of teaching. The business teacher education program should include an extensive mid program clinical experience to allow students to continue to develop and understand the culture of teaching, as well as begin to develop an understanding of the role of preparing for instruction and administering educational programs. The program should also have extensive late program clinical experiences that include practice teaching with a high quality student teaching supervisor. This final experience could include paid internships. Also, it may be possible for student teachers to teach in pairs at approved sites. This would provide student teachers with professional and personal peers support.These student teaching activities should be supervised locally by at least one teacher and by one supervisor from the university with on-site visits every two weeks. In addition, three to five phone call discussions should be completed for all student teachers. Student teachers should be measured and evaluated using a teaching improvement plan that focuses on strengths and weaknesses for each week including conferences with local and university supervisors.

- **Induction**

  Working groups of new business teachers should be organized to provide support and assistance to each other during their first three years of professional service. These working groups would meet informally on a regular basis, probably associated with the affiliate groups of the Illinois Business Education Association. These working groups would provide assistance in terms of assimilating into a local school/community, planning instructional activities, controlling oneself and the classroom, sharing professional experiences, receiving updates from ISBE/DAVTE,and acquiring advice and insight into current problems.

The description of the model listed here has shaped by the references listed below. It is believed that making these adjustments, will take considerable time, will run into bureaucratic, cultural, political difficulties.But, with each new reform that can come to fruition, the business teacher education program will be improved. As these elements are put into place, bonafide business teacher education programs will better prepare teachers for the world of work in public secondary business education programs.

References:

Aschenbrenner, P.A. (1991). Do student NCBEA members have special needs. Unpublished manuscript from NCBEA. St. Cloud, MN

Crank, F. L. and Gorman K.L. (1990). A study of business teacher education programs in non NABTE colleges and universities in the United States. NABTE REVIEW 17, 47-51.

Goodland, J.E. (1990). Studying the education of educators: From Conception to Findings. Phi Delta Kappan, 71 9, 698-702

Goodlad, J.I. (1990). Teachers for our nations schools. San Francisco: Josey-Bass.

Larsen, I.M. (1989). NABTE - member business teacher education requirements. Unpublished manuscript. Madison, South Dakota: Author

Lynch, R.L., and Griggs, M.B. (1989). Vocational Teacher Education: A context for the future. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Lynch, R.L. and Griggs, M.B. (1990). A National Data Base on Vocational Teacher Education. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Lynch, R.L. (1990). Excellence and reform in vocational teacher education for the new decade. Presentation at the annual professional day conference of the University Council for Vocational Education, Estes Park, Colorado, July 19.

National Business Education Association (1988). Standards for Business Teacher Education. Reston, VA: Author

Turner, J.E. (1989). A perspective on marketing teacher education. Marketing Teacher Education Quick Study #1. Marketing Education Association

F. BUSINESS TEACHER EDUCATION QUESTIONNAIRE FOR CHICAGO PUBLIC SCHOOL DISTRICT

CHICAGO PUBLIC SCHOOLS
TEACHER SURVEY

NAME ________________________ SCHOOL ______________

HOME ADDRESS ________________________ PHONE (   ) ______________

CITY ______________ STATE __________ ZIP ______________

AGE: ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐ 45-49
☐ 50-54 ☐ 55-59 ☐ 60 & 64 ☐ 65 & OVER

YEARS OF TEACHING EXPERIENCE: ☐ 0-4 ☐ 5-10 ☐ 11-15 ☐ 16-20
☐ 21-24 ☐ 25-29 ☐ 30-34 ☐ 35 & OVER

SEX: ☐ FEMALE ☐ MALE

DEGREES EARNED:

	Name of Degree		College/Univ.	Major	Minor
BACHELORS	____________	FROM	____________	__________	__________
MASTERS	____________	FROM	____________	__________	

NUMBER OF HOURS BEYOND HIGHEST DEGREE EARNED:

UNDERGRADUATE _____ GRADUATE _____

WHAT ENDORSEMENT DO YOU CURRENTLY HOLD ON STATE CERTIFICATION?

- ☐ TYPING
- ☐ SHORTHAND & TRANSCRIPTION
- ☐ BOOKKEEPING/ACCOUNTING/RECORDKEEPING
- ☐ BUSINESS LAW
- ☐ DISTRIBUTIVE SUBJECTS
- ☐ BUSINESS ARITHMETIC
- ☐ BASIC BUSINESS
- ☐ BUSINESS ECONOMICS
- ☐ DATA PROCESSING

WHAT SUBJECTS DO YOU CURRENTLY TEACH?

____________________ ____________________

____________________ ____________________

WOULD YOU BE INTERESTED IN PURSUING A MASTERS DEGREE IN BUSINESS EDUCATION?
☐ YES ☐ NO

IF YOU HAVE A MASTERS DEGREE, WOULD YOU BE INTERESTED IN EARNING 12-15 GRADUATE HOURS BEYOND THIS DEGREE? ☐ YES ☐ NO

WOULD YOU RECOMMEND TWO OF YOUR HIGH SCHOOL BUSINESS EDUCATION STUDENTS FOR PARTICIPATION IN AN UNDERGRADUATE PROGRAM IN BUSINESS EDUCATION AT ISU?
☐ YES ☐ NO

NOTE: IF YOU ANSWERED "NO" TO THE THREE PREVIOUS QUESTIONS, YOU NEED NOT ANSWER ANY FURTHER QUESTIONS. PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE. THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

IF CLASSES WERE OFFERED IN CHICAGO, WOULD YOU ENROLL IN A MASTER IN BUSINESS EDUCATION PROGRAM FROM ILLINOIS STATE UNIVERSITY (ISU)? ☐ YES ☐ NO

WHICH OF THE FOLLOWING COLLEGE BUSINESS CORE CLASSES HAVE YOU TAKEN?

- ☐ ELEMENTARY ACCOUNTING I
- ☐ ELEMENTARY ACCOUNTING II
- ☐ MANAGEMENT INFORMATION SYSTEMS
- ☐ BUSINESS REPORT WRITING
- ☐ LEGAL ENVIRONMENT OF BUSINESS
- ☐ BUSINESS FINANCE
- ☐ INTRODUCTION TO MARKETING MANAGEMENT
- ☐ BUSINESS AND ECONOMIC STATISTICS
- ☐ BUSINESS ORGANIZATION AND MANAGEMENT
- ☐ PRODUCTION MANAGEMENT
- ☐ PROBLEMS IN BUSINESS
- ☐ PRINCIPALS OF MICROECONOMICS
- ☐ PRINCIPALS OF MACROECONOMICS

WOULD YOU BE WILLING TO SPEND TWO WEEKS DURING THE SUMMER OF 1992 AT ISU IN BLOOMINGTON/NORMAL, IL, TO EARN THREE (3) HOURS OF GRADUATE CREDIT IN BUSINESS EDUCATION AT NO COST TO YOU? ☐ YES ☐ NO

WOULD YOU BE WILLING TO SERVE AS A MENTOR FOR TWO STUDENTS FROM THE CHICAGO PUBLIC SCHOOLS WHO WOULD BE PART OF A SPECIAL PROGRAM FOR THE TWO WEEKS THAT YOU ARE ON CAMPUS? ☐ YES ☐ NO

WHICH OF THE FOLLOWING TWO WEEK PERIODS WOULD YOU PREFER TO SPEND AT ISU DURING THE SUMMER OF 1992?

- ☐ JULY 12-24
- ☐ JULY 19-31

FOR STUDENTS ATTENDING THE SUMMER PROGRAM, WHICH OF THE FOLLOWING SKILL DEFICIENCIES SHOULD BE ADDRESSED DURING THE STUDENTS' TWO WEEK STAY AT ISU?

- ☐ BASIC SKILLS (READING, MATH, CRITICAL THINKING)
- ☐ OCCUPATIONAL SURVIVAL SKILLS
- ☐ PERSONAL CHARACTER ENHANCEMENT
- ☐ KEYBOARDING AND COMPUTER LITERACY
- ☐ STANDARDIZED (ACT/SAT) TEST PREPARATION
- ☐ OTHER ____

HAVE YOU TAKEN THE GMAT (GRADUATE MANAGEMENT ADMISSION TEST)?
☐ YES ☐ NO

WOULD YOU LIKE MORE INFORMATION ON THE GRADUATE PROGRAM IN BUSINESS EDUCATION FROM ILLINOIS STATE UNIVERSITY SENT TO YOU?
☐ YES ☐ NO

THANK YOU! PLEASE RETURN THE SURVEY IN THE ENCLOSED ENVELOPE.

G. BUSINESS TEACHER FOCUS GROUP DATA FROM MEETING 6-10-91

TECH PREP--BUSINESS PROGRAMS MEETING

June 10, 1991

Brainstorming Ideas Generated by Six Business Teachers on Ways to Improve Certification Programs (General Education and Business Education)

Education

Integrate technology into all courses.

Communicate (respect) who does what in courses/departments.

Keyboarding as general education for all students.

Understand methods of teaching for all areas.

Integrate employability skills/work ethic.

Share employment statistics from advisory committees with students in all classes.

Teach basic skills in all classes (need mechanism to train teachers to have adequate background to teach basic skills).

Analyze instruction from total approach--time on task, questioning, etc.

Emphasize special needs/mainstreaming

Take initiative--be flexible.

Use creative thinking using one's own ideas.

Enhance student evaluation, especially subjective areas.

Design evaluation instruments.

Implement time management strategies--logical thinking--know school law.

Business Education

Students should be certified in math or English with business.

All students should be certified in keyboarding.

Economic concepts should be able to be taught by any business teacher.

Students should be taught how to seek funding sources.

Business teachers should have a retraining requirement.

Business law knowledge needs to be enhanced.

Students should be taught how to recruit students and sell programs.

Students need assistance in professional development activities.

H. MATERIALS FROM CONNECTION '91 PRESENTATIONS

ISSUES AND AREAS FOR DEVELOPMENT IN VOCATIONAL TEACHER EDUCATION

- Decreased role for teacher-education in Carl D. Perkins Vocational and Applied Technology Act of 1990

- Diminished leadership from the National and State levels

- Discontinuation of teacher-education programs at some colleges and universities

- Coping with the accelerated changes predicted for the immediate future

- Developing effective teachers for the at-risk students pursuing studies in vocational education

- Developing and implementing exemplary distance-learning programs

- Developing and assisting in the implementation of models for integrating academic/vocational education

- Providing leadership to forge the link between Business and Education

- Preparing preservice teachers and providing inservice opportunities for existing teachers in the areas of the expanded basics and Tech Prep programs

- Developing models for articulating Tech Prep programs with upper division programs in four-year colleges and universities

Dr. Ralph D. Wray
Illinois State University
College of Business
343 Williams Hall
Normal, IL 61761

APPLIED ACADEMICS PROJECT
AT ILLINOIS STATE UNIVERSITY

INTEGRATING
ACADEMIC WITH
VOCATIONAL EDUCATION
THROUGH STRATEGIC PLANNING

INVOLVEMENT

WHO, WHERE, WHAT, WHEN & HOW

WHO: 20 PILOT HIGH SCHOOLS

WHERE: 3 VOCATIONAL EDUCATION REGIONS

WHAT: PLANNING, STAFFING, DIRECTING, & EVALUATING ACTIVITIES

INVOLVEMENT

WHO, WHERE, WHAT, WHEN & HOW

WHEN: 1990 - 1992, & FURTHER

HOW: THROUGH LOCAL EFFORTS FACILITATED BY APPLIED ACADEMICS STAFF WITH LIMITED STATE AND LOCAL FUNDS

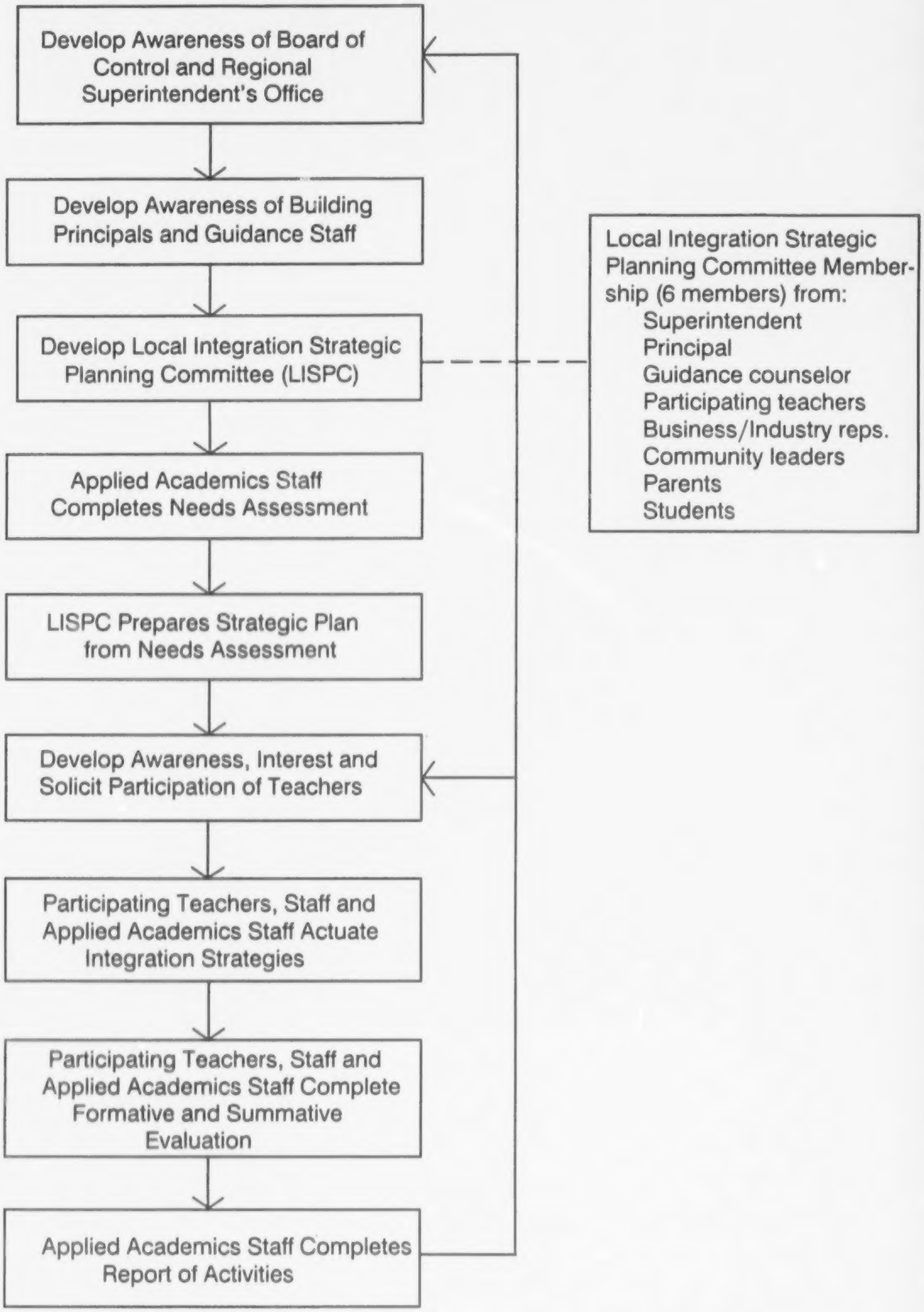
STRATEGIC PLANNING

›› DEVELOP AWARENESS AND SOLICIT PARTICIPATION

›› ORGANIZE STRATEGIC PLANNING GROUPS

›› COLLECT AND ANALYZE BASELINE ASSESSMENT DATA

INSTRUCTIONAL STRATEGIES FOR CURRICULUM INTEGRATION
PILOT SITE INTEGRATION PROCESS

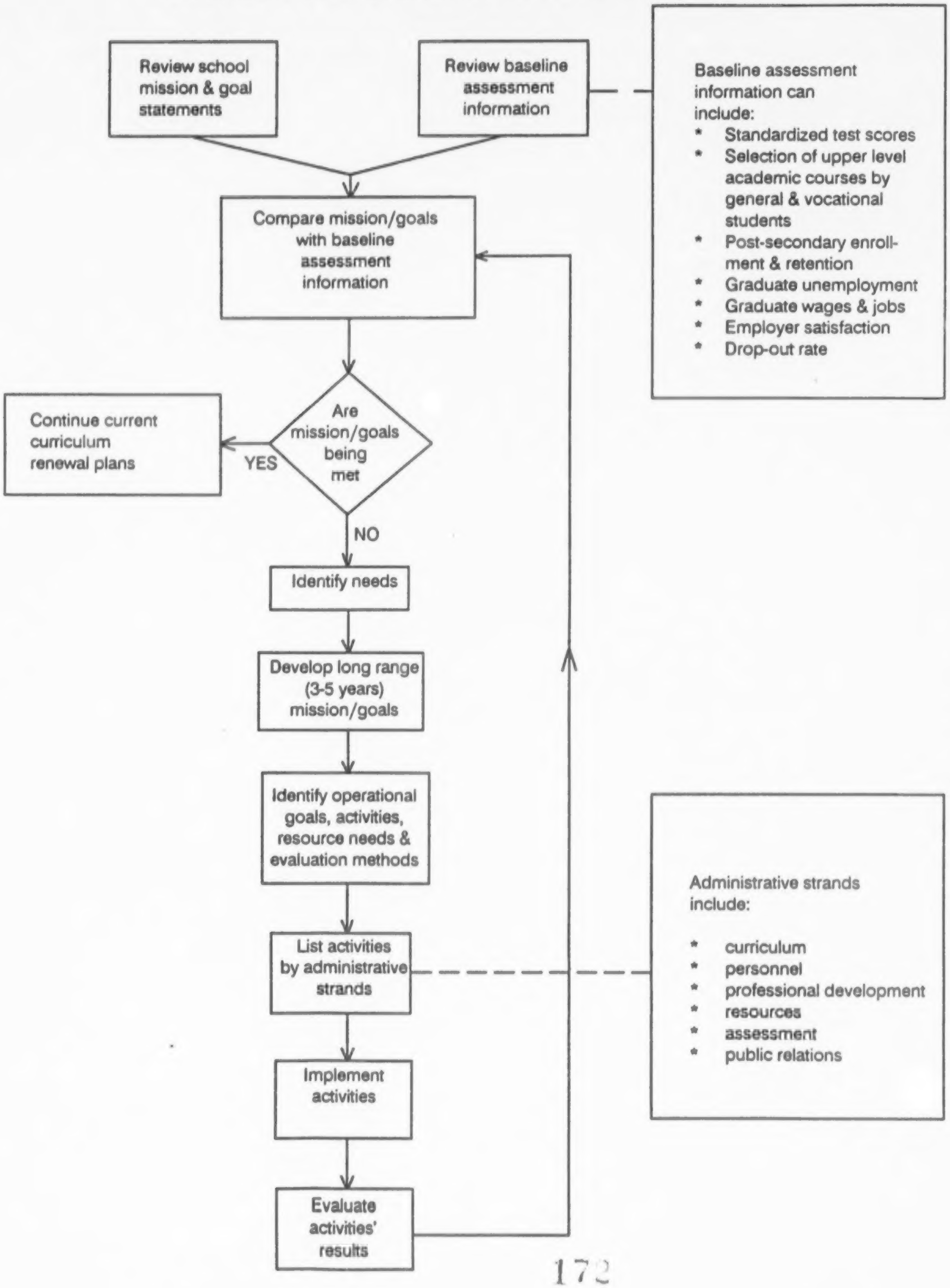

Develop Awareness of Board of Control and Regional Superintendent's Office
Develop Awareness of Building Principals and Guidance Staff
Develop Local Integration Strategic Planning Committee (LISPC)
Local Integration Strategic Planning Committee Membership (6 members) from:
Superintendent
Principal
Guidance counselor
Participating teachers
Business/Industry reps.
Community leaders
Parents
Students
Applied Academics Staff Completes Needs Assessment
LISPC Prepares Strategic Plan from Needs Assessment
Develop Awareness, Interest and Solicit Participation of Teachers
Participating Teachers, Staff and Applied Academics Staff Actuate Integration Strategies
Participating Teachers, Staff and Applied Academics Staff Complete Formative and Summative Evaluation
Applied Academics Staff Completes Report of Activities

STRATEGIC PLANNING

›› LOCAL INTEGRATION STRATEGIC PLANNING COMMITTEE MEMBERSHIP COULD INCLUDE:

- + SUPERINTENDENT
- + PRINCIPAL
- + GUIDANCE COUNSELOR
- + TEACHERS - VOCATIONAL & ACADEMIC
- + PARENTS/STUDENTS
- + BUSINESS/INDUSTRY LEADERS

LOCAL INTEGRATION STRATEGIC PLANNING COMMITTEE
STRATEGIC AND OPERATIONAL PLANNING PROCESS


Review school mission & goal statements
Review baseline assessment information
Baseline assessment information can include:
* Standardized test scores
* Selection of upper level academic courses by general & vocational students
* Post-secondary enrollment & retention
* Graduate unemployment
* Graduate wages & jobs
* Employer satisfaction
* Drop-out rate
Compare mission/goals with baseline assessment information
Are mission/goals being met
YES
Continue current curriculum renewal plans
NO
Identify needs
Develop long range (3-5 years) mission/goals
Identify operational goals, activities, resource needs & evaluation methods
List activities by administrative strands
Administrative strands include:
* curriculum
* personnel
* professional development
* resources
* assessment
* public relations
Implement activities
Evaluate activities' results

ADRESSING IDENTIFIED NEEDS

^^ PLANNING COMMITTEES:

- * IDENTIFY NEEDS FROM DATA AND EXPERIENCE
- * SUGGEST ACTIVITIES TO ADDRESS NEEDS
- * DEVELOP & FOCUS EDUCATORS' INTEREST IN ADDRESSING NEEDS
- * PROMOTE RFP PROCESS TO ADDRESS NEEDS

INTEGRATION:

BRAIDING ACADEMIC WITH BUSINESS EDUCATION

DR. THOMAS HAYNES, ASSOCIATE DIRECTOR

THE APPLIED ACADEMICS PROJECT

ILLINOIS STATE UNIVERSITY

NORMAL, ILLINOIS 61761-0556

BASELINE ASSESSMENT DATA

- STANDARDIZED TEST SCORES & DROPOUT RATES TO ID STUDENT +'S & -'S.
- FOLLOW-UP STUDY OF 1990 GRADUATES TO ID EMPLOYMENT, WAGES, FURTHER EDUCATION, SATISFACTION W/EDUCATION, & COURSE SELECTION TO DESCRIBE STATUS OF STUDENTS AND PROGRAMS.
- EMPLOYER FOLLOW-UP STUDY & FOCUS GROUP TO ID STUDENT +'S & -'S.

STAFFING INTEGRATION

^^ LOCAL TEACHERS & ADMINISTRATORS:

« UTILIZE SUBSTITUTE TEACHERS

« PROMOTE TEAM TEACHING/ALIGNMENT

« SEND TEACHERS TO VISIT "LEADING EDGE" TEACHERS/SCHOOLS

« PROVIDE FOR SPECIALIZED INSERVICE TRAINING

« FURNISH TEACHER AIDES

DIRECTING INTEGRATION

---

^^ TO BE SUCCESSFUL:

‹‹ TEACHERS ARE THE KEY HUMAN RESOURCE IN PLANNING, DEVELOPING, AND IMPLEMENTING INTEGRATION ACTIVITIES

‹‹ ADMINISTRATORS MAKE INTEGRATION A PRIORITY AND SUPPORT IT

‹‹ PROJECT STAFF ACT AS SUPPORTERS, FACILITATORS, AND MEDIATORS

EVALUATING INTEGRATION

^^ IT IS A MULTI-PHASE/PURPOSE EVALUATION PROCESS, INCLUDING:

* BASELINE ASSESSMENT AND CONTINUED FOLLOW-UP
* MACRO-ACTIVITY SUMMATIVE AND FORMATIVE ACTIVITIES
* MICRO-ACTIVITY SUMMATIVE AND FORMATIVE EVALAUTION
* PROCESS AND PRODUCT ANALYSIS

INTEGRATION ACTIVITIES

- IDENTIFYING MATH ACROSS THE CURRICULUM
- DEVELOPING A CROSS-DISCIPLINARY MATH VIDEO
- PROVIDED IN-SERVICE FOR MANIPULATIVE-APPLIED MATH CURRICULUM/INSTRUCTION
- CONSTRUCTED GOLF COURSE THROUGH A GEOMETRY/IT ALIGNMENT
- INFUSED APPLIED ACADEMIC CURRICULUM

INTEGRATION ACTIVITIES

- DEVELOPING A CROSS-DISCIPLINARY STUDY SKILLS COURSE
- DEVELOPING CAREER GUIDANCE COURSES OF STUDY FOR 23 VOCATIONAL PROGRAMS
- PLANNING THEATER/WOODS ALIGNMENT FOR A THEATER PRODUCTION
- DEVELOPING A BUSINESS/TECHNICAL WRITING COURSE
- PLANNING A BIO-TECHNOLOGY COURSE

INTEGRATION ACTIVITIES

- * CONSULTING WITH STATE BOARD OF EDUCATION ON GRADUATION REQUIREMENTS
- * CONSULTING WITH ISU'S ADMISSIONS DEPARTMENT CONCERNING VOCATIONAL COURSES AND ADMISSIONS CRITERIA
- * CONDUCTED REGIONAL AND STATE IN-SERVICE ACTIVITIES ON A.A. AND INTEGRATION
- * INFUSING INTEGRATION TOPICS AND ACTIVITIES INTO TEACHER EDUCATION

I. ABSTRACT OF DATA CONCERNING COLLABORATION BETWEEN BUSINESS AND EDUCATION PROFESSIONALS

BUSINESS/EDUCATION COLLABORATION: PERCEIVED ROLES FOR PARTNERS

Drs. Ralph Wray & Thomas Haynes
Dept. of Business Education &
Administrative Services
Illinois State University
Normal, IL 61761

Introduction

Legislators have recognized the need for a new collaborative relationship between business representatives and educators. In fact, Part D of Title III of the Carl D. Perkin's Vocational and Applied Technology Education Act of 1990 provides financial assistance to promote business-labor-education partnerships for training. Other parts of the Act, including part A - State Assistance for Vocational Education Support Programs by Community-Based Organizations and Part E - Tech Prep Education, provide funds to strengthen coordination between vocational education programs and the labor and skill needs of business and industry.

Relationships between the private sector and the educational system that were appropriate in the past may not work today. As a result, business educators and business representatives must examine new models for such relationships.

Purpose and Objectives of Study

The primary purpose of this study was to determine the roles of business representatives and business educators, as they establish collaborative relationships in the 1990s, as perceived by selected secondary and postsecondary business instructors. As a result of this activity, the investigators also achieved the following objectives:

1. Identified roles which may be of interest to teacher educators as they design preservice and inservice programs.
2. Identified roles perceived important by business instructors which may be compared to roles identified and perceived important by business representatives to determine similarities and differences that need to be addressed.
3. Initiated a renewed interest among participants to establish collaborative partnerships with business representatives.
4. Applied the Nominal Group Technique as a research tool to determine its suitability as a model for similar studies with different groups.

Theoretical Basis of Study

The premises upon which this study was based include the following:

1. While business educators and business representatives have developed some ties in the past, a new agenda for both education and business requires more extensive partnerships than are common today. The roles of the partners are just beginning to emerge and be identified.
2. Education has been called upon to contribute to economic development and to raise the educational level of the current and future workforces and, as a result, must enter into long-term relationships with business organizations.

3. As the pace of change accelerates in the 1990s, educational institutions will be expected to be a partner in a long-term collaboration that offers a full range of educational services to a company's employees.

4. Past relationships between the private sector and education have largely avoided explaining why such relationships were needed, what people from the private sector--as well as educators--were asked to do, and how the efforts of diverse private-sector firms could best be coordinated with those of local educational systems.

Methodology

This study was designed using the Nominal Group Technique as the method for collecting data and a group of Illinois secondary and post-secondary business education instructors as the source of data.

Nominal Group Technique

The Nominal Group Technique, developed by Delbecq and Van de Ven in 1968, has generated great research interest in social-psychological studies, and has been widely applied in business, education, health, and government organizations. To summarize the process as applied in this study, participating secondary and postsecondary business education instructors:

1. engaged in silent identification of perceived roles which they recorded in writing.
2. took part in round-robin feedback with group members as identified roles were recorded in a terse phrase on a flip chart.
3. discussed each recorded role for clarification and evaluation.
4. voted on priority roles with the group decision being mathematically derived through rank-ordering or rating.

Source of Data

Twenty-five secondary and postsecondary business education instructors from Illinois served as the population for this study. The group technique was applied at an inservice workshop which the instructors were attending on July 20, 1991. The instructors were divided into four groups of participants prior to the discussion of the preliminary vote and the final vote. Instructors participating in the study represented small rural, intermediate and large urban local educational agencies, as well as area vocation centers.

Findings

The question posed to the groups of participants was: "If business and education are to form true partnerships, what should be the role of each partner." The participants identified and rank-ordered roles for each partner.

For business, the roles were:

--assist teachers in the establishment of performance standards expected by business employers

- --provide training sites for students and sites for teachers to update their occupational experiences
- --provide equipment and funding to augment what schools are able to provide
- --communicate directly with instructors
- --provide trainers, speakers, field trip sites, and training materials
- --lobby state and federal legislators to provide adequate funding to support educational programs
- --seek assistance from business education instructors in developing inservice programs for employees
- --assist educators in marketing vocational programs
- --encourage executives and employees to serve on educational advisory councils
- --provide incentives, including tuition reimbursement, for employees pursuing postsecondary studies
- --adopt a school
- --provide an executive to participate in an "executive in school" program

For education, the roles were:

- --prepare a student clientele for employment
- --engage in continuous curriculum development activities designed to keep instructional programs synchronized with occupational demands
- --engage in continuous research to identify and validate competencies which are desired and essential in the workplace.
- --communicate with business representatives, students, parents, and the general public
- --seek on-site training opportunities in business settings for students and also for self-enhancement
- --exert greater efforts directed at marketing vocational programs
- --create staff development programs for business and industry clientele
- --seek assistance from business representatives in developing inservice programs for vocation teachers
- --share authority with representatives from the private sector for assisting students, thus creating accountability
- --consolidate the efforts of various professional organizations, including the Illinois Vocational Association and the Illinois Business Education Association and their affiliates, Delta Pi Epsilon Chapters, and other professional organizations, toward achievement of goals
- --conduct follow-up studies to ensure accountability
- --assume the role of a liaxon person between and among business representatives, school administrators, school board members, and vocational counselors
- --lobby state and federal legislators to provide adequate funding to support educational programs
- --conduct open-houses for business representatives to better inform them and to create dialogue which aids in making them a full partner

Educational Importance of the Study

The agenda for the 1990s requires from vocational educators a new understanding of the need to engage in far more extensive partnerships than are common today--partnerships with employers and labor. These partnerships must be founded on the principle of shared responsibility and investment, along with equal return. Each party must realize a benefit from the partnership or it simply will not thrive. Therefore, educators and business representatives must examine their roles and expectations from such "joint ventures."

J. ADVISORY COMMITTEE LISTS FOR THE THREE TECH PREP SITES

June 1, 1990

BUSINESS ADVISORY COMMITTEE
for
John A. Logan College District

Franklin, Jackson-Perry, and Williamson Counties

✓1. Ms. Beth Boyd
Assistant Store Manager
Meis
University Mall
Carbondale, IL 62901
(h) 549-0005
(w) 529-2200

✓2. Mr. Dean Browning, President
First National Bank
P. O. Box 385
Coulterville, IL 62231
(h) 937-3905
(w) 758-2307

✓3. Mrs. Karen Corley
Cambria Branch Facility Manager
Carterville State & Savings Bank
P. O. Box 9
Carterville, IL 62918
(h) 985-3445
(w) 985-4848

✓4. Mr. Wayne Corzine
Director of Fiscal Services
Southern Illinois Hospital Services
P. O. Box 3988
Carbondale, IL 62902
(h) 997-2230
(w) 457-7833

✓5. Mr. Carl L. Goodwin
Vice President & Cashier
Bank of Egypt
201 W. Main Street
Marion, IL 62959
(h) 993-6941
(w) 993-2678

✓ 6. Ms. Elaine Hancock, Manager
Topper's Ladies Shop
P. O. Box 223
Marion, IL 62959
(h) 993-3134
(w) 993-2548

✓ 7. Mr. Richard K. Haines, CFP
President
Haines & Britton, Ltd.
P. O. Box 445
DuQuoin, IL 62832
(h) 542-3935
(w) 542-4711

✓ 8. Ms. Janet S. Holder
Assistant Vice President
Charter Bank
P. O. Box 2468
Carbondale, IL 62901
(h) 457-5380
(w) 549-2102

9. Ms. Beth Hudson
Insurance Broker/Secretary
Route 4, Box 180-4
Carbondale, IL 62901
(h) 457-7282
(w) 457-0471

✓ 10. Ms. Sandra J. Kowzan, Manager
American Savings Bank
P. O. Box 426 NO LONGER THERE
DuQuoin, IL 62832
(h) 542-4688
(w) 542-5441

✓ 11. Mr. Michael D. Malone
Secretary/Treasurer
Jake's Tire
1101 North Railroad
Marion, IL 62959
(w) 997-9491

BEST COPY AVAILABLE

✓12. Ms. Rita Nation
Manager/Buyer
Hecht's
University Mall
Carbondale, IL 62901
(h) 529-4851
(w) 457-6794

✓13. ~~Mr. Gene Palisch~~
~~Sohns~~
~~University Mall~~
~~Carbondale, IL 62901~~
~~(h) 529-5014~~
~~(w) 457-4500 or 549-0653~~

✓14. Ms. Nicki Perschbacher
Assistant Vice President
First National Bank and Trust Company
P. O. Box 2227
Carbondale, IL 62902
(h) 549-5156
(w) 457-3381

✓15. Mr. Dennis E. Rathjen
Sales Manager
Vogler Motor Company
P. O. Box 2946
Carbondale, IL 62901
(h) 687-2991
(w) 457-8135

✓16. Mrs. Sue Ridley
Coordinator-Clothing & Textiles
Vocational Education Studies
College of Education
Southern Illinois University
Carbondale, IL 62901
(h) 985-3004
(w) 453-3321

✓17. Mr. Howard Rushing
Wholesale Electric Supply
Herrin, IL 62948
(h) 942-6360
(w) 942-6200

BEST COPY AVAILABLE

✓ 18. Ms. Martha Speers, Secretary
Bank of West Frankfort
110 East Oak Street
West Frankfort, IL 62896
(h) 932-2456
(w) 932-2131

✓ 19. Ms. Brenda Stewart
Vice President/Cashier
DuQuoin State Bank
P. O. Box 468
DuQuoin, IL 62832
(h) 542-2634
(w) 542-2111

✓ 20. Mr. Bob Streuter
President
City National Bank
1301 Walnut Street
Murphysboro, IL 62966
(h) 687-2836
(w) 684-3191

✓ 21. Ms. Debbie Tindall
General Merchandising Manager
J. C. Penney
University Mall
Carbondale, IL 62901
(h) 687-2046
(w) 457-3311

✓ 22. Mr. Micheal D. Travelstead
President
DuQuoin State Bank
15 E. Main
DuQuoin, IL 62832
(h) 542-3236
(w) 542-2111

✓ 23. Ms. Janet A. VanPelt
(Asst. Cashier, 1st Bank & Trust, Murphysboro)
P. O. Box 193
Gorham, IL 62940
(h) 565-2180
(w) 687-1711

LAKE LAND COLLEGE

TECH PREP ADVISORY MEMBERS

Ms. Pat Andres
Neoga High School
P.O. Box 280, East 7th St.
Neoga, IL 62447

Mr. James Brackney, Principal
Shelbyville High School
1001 N. W. Sixth St.
Shelbyville, IL 62565

Mr. David Carpenter, Principal
Neoga High School
P.O. Box 280, East 7th St.
Neoga, IL 62447

Mrs. Chris Fitzgerald
Marshall High School
806 North Sixth St.
Marshall, IL 62441

Mr. Ben S. Fletcher
Superintendent
Shelbyville High School
1001 N. W. Sixth St.
Shelbyville, IL 62565

Mr. John Greathouse, C.P.A.
Jones & Greathouse, Accountants
1413 Wabash
Mattoon, IL 61938

John Lowry
Mr. ~~Richard Green~~
Superintendent
Neoga Community Unit Schools
P.O. Box 280, East 7th St.
Neoga, IL 62447

Ms. Karen Lindley
Neoga High School
P.O. Box 280, East 7th St.
Neoga, IL 62447

Mr. Max Markwell
State Farm Insurance Company
P.O. Box 63A
Greenup, IL 62428

Ms. Janet Murphy
Shelbyville High School
1001 N. W. Sixth Street
Shelbyville, IL 62565

Mrs. Kathy Niestradd
Shelbyville High School
1001 N. W. Sixth Street
Shelbyville, IL 62565

Mr. J. Lyle Patrick
Vice President & Controller
Illinois Consolidated Telephone Co.
121 South 17th St.
Mattoon, IL 61938

Mr. John Plummer
Accounting Manager
Schrock/WCI
217 South Oak
Arthur, IL 61911

Mr. Ken Reed, Principal
Marshall High School
806 North Sixth St.
Marshall, IL 62441

Mr. Russell Ross, Superintendent
Marshall Community Unit School Dist.
503 Pine St.
Marshall, IL 62441

Mr. Dave Storm
Director of Finance
St. Anthony's Memorial Hospital
503 North Maple
Effingham, IL 62401

Ms. Barbara Tull, Personnel Director
Midco International
P.O. Box 748
Effingham, IL 62401

Mr. Charles D. Winders, C.P.A.
Doehring, Winders and Hill
1601 Lafayette
Mattoon, IL 61938

Ms. Janice Ziebka
Accounting Department
Celotex Corporation Plant
1255 North 5th
Charleston, IL 61920

Mr. Wayne Weaver
Lake Land College
South Route 45
Mattoon, IL 61938

TECH PREP ADVISORY MEMBERS

Ms. Dixie Burrell
Shelbyville High School
1001 N. W. Sixth Street
Shelbyville, IL 62565

Mrs. Marilyn Gover
Lake Land College
South Route 45
Mattoon, IL 61938

Mr. Dave Greeson
Lake Land College
South Route 45
Mattoon, IL 61938

Ms. Susan Hanfland
Eastern Illinois Education
for Employment System
421 7th St., Box 249
Charleston, IL 61920

Mr. Max Jaeger
Lake Land College
South Route 45
Mattoon, IL 61938

Ms. Donna Kenneaster
Neoga High School
P.O. Box 280, East 7th St.
Neoga, IL 62447

Mr. Hal Kottwitz
Lake Land College
South Route 45
Mattoon, IL 61938

Ms. Linda Lafferty
Illinois State Board of Education
100 North First St.
Springfield, IL 62777

Dr. Roger Luft
Lumpkin College of Business
Eastern Illinois University
Charleston, IL 61920

Mr. John McNary
Asst. Regional Superintendent
of Schools
Coles County Courthouse
Charleston, IL 61920

Mr. Ron Sanderson
Lake Land College
5001 Land Land Blvd.
Mattoon, IL 61938

Fire Service Technology

Rita Boettcher	Director of Personnel	City of Champaign	Champaign
Lee Cooper	Fire Fighter	Atwood Fire Dept.	Atwood
William Duckwitz	Supv. of Fire Protection	University Fire Dept.	Champaign
Richard Dunn	Assistant Fire Chief	Urbana Fire Dept.	Urbana
Doug Forsman	Chief	Champaign Fire Dept.	Champaign
Robert Moff	Fire Fighter	Champaign Fire Dept.	Champaign
Gerald Monigold	Prof., Firemanship Training	University of Illinois	Urbana
James F. Rackl	Chief	Chanute AFB	Rantoul
Dan Smith	Chief	Edge Scott Fire Dept.	Urbana
Mike Trinkle	Training Officer	Champaign Fire Dept.	Champaign
John Troeger	Chief	Urbana Fire Dept.	Urbana

Hospitality Industries: Restaurant Management

Joe Duchene	General Manager	Howard Johnson's	Urbana
Marie Earley-DiBello	Manager	Champaign-Urbana Visitors Bureau	Champaign
Marshall Huffman	General Manager	The Spaghetti Shop	Champaign
Marilyn Januszko	Food Service Manager	Carle Foundation Hospital	Urbana
Don Judy	General Manager	The Chancellor Hotel	Champaign
John Katsinas	General Manager	Katsinas Restaurant	Champaign
Linda Lindsay	Home Economics Instructor	Rantoul Township H.S.	Rantoul
Jack Logomarsino	Coord., Hospitality Mgmt.	University of Illinois	Urbana
William Myers	Owner	Franchise Mgmt. Systems	Champaign
Stacy Pomonis	Owner and Manager	Taffies & Merry Ann's Diner	Champaign
Peter J. Schmit	Owner	Grandy's of Illinois	Champaign
Rick Somers	General Manager	Holiday Inn	Champaign
Jeff Theiss	Manager	Red Roof Inn	Champaign
Peter Tomaras	General Manager	AmeriSuites	Champaign
Virginia Tummelson	Food Service Director	Champaign Schools	Champaign
Chris Wall	General Manager	Jumer's Castle Lodge	Urbana

Management/Marketing/Retailing

Doug Abbott	Business Manager	Abbott's Florist	Champaign
Debbie Ackerman	Owner	New Bette's Balloons & Flowers	Paxton
Nancy Aden	Business Instructor	Villa Grove H.S.	Villa Grove
Tara Barr	Asst. Personnel Director	Carle Clinic Association	Urbana
Vacellia Clark	Personnel Director	Southland Corporation	Champaign
Shirley Cox	Human Resources Manager	Bergner's Dept. Store	Champaign
Kent Ekstrom	Employee Relations Manager	Kraft	Champaign
Janine Gilbert	Manager	Lady Footlocker	Champaign
Matt Morgan	Manager/Buyer	Gery and Al's Sporting Goods	Champaign
Lisa Pellum	Business Service Manager	Christie Clinic	Champaign
Jim Piercy	Vice President	Mosser Corp.	Champaign
Ken Walscott	Personnel Director	J.M. Jones	Urbana
Betty White	Business Instructor	Champaign Centennial H.S.	Champaign

Manufacturing Technology

Duane Anderson		Regional Office of Education	Rantoul
Will Ayers	President	Central Illinois Manufacturing	Bement
Duane Baillie	President	Baillie Manufacturing	Gibson City
Ralph Cooper	Exec. Vice President, Manufacturing	Eagle Wings	Rantoul
Rick Ertel	Vice President	M & W Gear	Gibson City
David Graham	President	Venture Precision Machining	Urbana
David Kietzmann	Dean, Career & Technical Education	Danville Area Comm. College	Danville
B. J. Shafer	Vice Pres., Operations	Flo-Con Systems	Champaign
Kay Smoot	Dir., Champaign/Ford Vocational System	Regional Office of Education	Rantoul
Ben Taylor	Chair, Science & Tech.	Richland Comm. College	Decatur
Mark Trott	Plant Manager	Plasti-Pak	Champaign
Stan Zwick		Advanced Filtration Systems	Champaign

Parkland College

Nursing

Coletta Ackerman	Mgr., Educational Services	Carle Foundation Hospital	Urbana
Laura Blickensderfer	Director of Education	St. Mary's Hospital	Decatur
Cindy Brown	Manager, Education	Covenant Medical Center	Urbana
Linda D'Angelo	Director of Nursing	Carle Clinic	Urbana
Shelba Donoho	Allied Health Coord.	Richland Community College	Decatur
Chris Elliott	Instructor	Urbana High School	Urbana
Sister Mary Ann Falbe	Director of Nursing	St. Mary's Hospital	Decatur
Jackie Fichter	Dir., Educational Services	Decatur Memorial Hospital	Decatur
Diane Friedman	Vice President, Nursing	Covenant Medical Center	Urbana
LaMar Hensley	Director of Nursing	Gibson City Community Hosp.	Gibson City
Diane Jensen	Vice President of Nursing	Decatur Memorial Hospital	Decatur
Nori Komorita	Acting Assistant Dean	University of Illinois	Urbana
Robert Lawson	Counselor	Villa Grove High School	Villa Grove
Marjorie Letot	Director of Nursing	Champaign Co. Nursing Home	Urbana
Barbara Lockwood	Vice President, Nursing	Carle Foundation Hospital	Urbana
Joan Miller		Parkland College Alumni	Champaign
David Morse	Secretary/Treasurer	Champaign Co. Med. Society	Champaign
Linda Niedringhaus	Dean, School of Nursing	Millikin University	Decatur
Nancy Richardson	Dir., Central Illinois Nurse's Forum	Carle Arbours	Savoy
Kathy Schmidt	Director of Nursing	Champaign Children's Home	Champaign
Kathryn Stanfield	Director of Nursing	Americana Healthcare	Urbana
Gloria Valenti	President	Diversified Health Care Services	Champaign
Jan Warwick	Manager	Home Care & Telecare	Champaign
Rose Weidner	Clinical Services	Christie Clinic	Champaign

Occupational Therapy Assistant

Lynne Barnes	Dir., Occup. Therapy Dept.	Carle Foundation Hospital	Urbana
Nancy Bradley	OTR/L	Sunnyside Center	Decatur
Sandra Jarrad Durham	OTR/L	Eastern Ill. Special Ed. Coop.	Mattoon
Janet Engbring	Consultant		Effingham
Joyce Ettensohn	Administrator	Champaign Co. Nursing Home	Urbana
Mary Fulster	COTA	Carle Foundation Hospital	Urbana
Jody Harrington	OTR/L	St. Anthony's Memorial Hosp.	Effingham
Kate Hayner	OTR/L		Mattoon
Ellen Kursel	OTR/L	Carle Foundation Hospital	Urbana
Susan McDaniel	OTR/L	Sarah Bush Lincoln Hospital	Mattoon
Barbara Norton	Chief Therapist	Covenant Medical Center	Urbana
Julia Spitz	OTR/L	Carle Foundation Hospital	Urbana
Louise Templeton		Danville Area Comm. College	Danville
Diane Tennant	OTR/L	Private Practice	Champaign
Gary Van Huysen	Chief, Occupational Therapy Dept.	Veterans Administration	Danville
Lonnie Weins	OTR	St. Anthony's Memorial Hosp.	Effingham

Office Careers

Barbara Hill Alexander		Lee & Lee	Tuscola
Laurel Bailie		Meyer, Capel, Hirschfeld, Muncy, Jahn & Aldeen	Champaign
Sarah S. Duncan	Mgr., Personnel Training & Development	Carle Clinic	Urbana
Larry Ecker		WILL Television	Urbana
Larry Gilbert		Gilbert Printers	Champaign
Daphne Greaves	Financial & Information Serv.	City of Champaign	Champaign
J. Michael Kirtley		Kirtley, Pavia, & Marsh	Urbana
Cindy Mottin	Clerical Placement Officer	University of Illinois	Champaign
Ted Robb		Norrell Temporary Employment Services	Champaign
Diane Ruedi	Personnel Assistant	Covenant Medical Center	Urbana
Shirley Seets	Administrative Assistant	University of Illinois	Urbana
Gloria Smith	Sup., Med. Transcription/Word Processing	Covenant Medical Center	Urbana
Jana Waite	Assist. to the Director/Life Science	University of Illinois	Urbana
Debbie Wells	Coord., Office Automation	AISS	Champaign

[illegible]

TECH PREP ADVISORY COMMITTEE

Mr. Arnold Ambos
United Technology Automotive
 Engineered Systems Division
Route 2
Herrin, IL 62948
Dear Mr. Ambos
942-2141

Ms. Janice Hunsaker
Tesa-Tuck, Inc.
600 N. Illinois Avenue
Carbondale, IL 62901
Dear Ms. Hunsaker
549-2131

Ms. Mary Lou Baxter
Magic Chef, Inc.
410 Lyerla Drive
Herrin, IL 62948
Dear Ms. Baxter
988-8431

Ms. Betty Ligon
Southern Illinoisan
P.O. Box 2108
Carbondale, IL 62901
Dear. Ms. Ligon
529-5454
Ms. Beverly Easton
Manpower Temporary Services
203 Birchline Drive
Carbondale, IL 62901
Dear Ms. Easton
985-2006
Mr. Ron Hudson
Olin Corporation
P.O. Box 278
Marion, IL 62959
Dear Mr. Hudson
985-8211

Mr. Ron Stewart
KRN Tool & Machinery
516 N. Park Avenue
Herrin, IL 62948
Dear Mr. Stewart
942-6064

Mr. Ed Choate, Attorney
Route 13
Carterville, IL 62918
Dear Mr. Choate
985-6843
Ms. Patty Shay, President
Home Federal Savings & Loan
P.O. Box 1267
Carbondale, IL 62902
Dear Ms. Shay
529-2900
Ms. Micki Davidson
Flexible Flyer Company
501 S. Line Street
DuQuoin, IL 62832
Dear Ms. Davidson
542-2699
Ms. Brenda Hampsey
Diagraph Corporation
P.O. Box 520
Herrin, IL 62948
Dear Ms. Hampsey
997-3321--Ext. 234
Ms. Francis Pass
Pass Heating and Air Conditioning
New Route 13
Marion, IL 62959
Dear Ms. Pass
997-6471
Mr. Tim Reeves
Southern Illinois Power Corporation
Route 4, Box 607
Marion, IL 62959
Dear Mr. Reeves
964-1448
Mr. Hans Kattentidt
Penn Aluminum Company
Murphysboro, IL 62966
Dear Mr. Kattentidt

Mr. William J. Powers
District Commander
State Police Headquarters
Rt. #2, Box 86
DuQuoin, IL 62832
Dear Mr. Powers

Ms. Cathy Neuman
Carbondale Memorial Hospital
Carbondale, IL 62901
Dear Ms. Neuman

K. BUSINESS LINK

Business Link

"Connecting Business and Education to develop a Six Ɛ Workplace."

Volume 1, #1

Illinois State Board of Education

Louis Mervis
Chairman

Robert Leininger
State Superintendent of Education

Department of Adult Vocational and Technical Education

Vocational Education Program Improvement Section

August 1991

Business, Marketing and Management Teacher Education Initiative

Project Staff

Marcia Anderson-Yates
Thomas Haynes
Roger Luft
Ralph Wray

Business Link?

Business Link is a new endeavor by business educators in Illinois to make connections with leaders in business and industry. Project staff hope that through this communications vehicle we will be able to keep business leaders apprised of current developments in secondary and post-secondary business education. We also hope it will provide an impetus and an avenue for business people to become involved in business education. In future Business Links we hope to include business professionals' perspectives on education. We also foresee the opportunity for business people to be involved with state wide advisory activities and are hoping that we can stimulate business professionals to become actively involved in business education programs in their local areas. In this first edition, we hope to provide a brief and informative review of some of the major innovative developments taking place in business education programs across Illinois and the nation. We will also seek to solicit your involvement in business education. We hope you enjoy this first edition. Please provide any comments or advice to us as we prepare to create a mechanism to more clearly communicate with business professionals in Illinois.

Illinois Tech Prep

Preparing Students for the Twenty-First Century

Advancements in technology have brought broad, sweeping changes to the workplace. Concepts like computer-integrated manufacturing, work cells, statistical process control, just-in-time inventory control, participatory management, ergonomics, employee involvement and customer service, to name a few, have become commonplace in today's corporate settings. Couple these changes with a dramatic shift in demographics, and Illinois could be facing a serious deficit in qualified labor in the near future. The private sector and education must combine forces to ensure that Illinois has the human resources necessary to maintain a competitive edge in the twenty-first century.

One only has to look at the skills demanded by modern business and industry to realize the extent of the educational challenge. The workplace demands a labor force that possesses not only advanced technical skills, but strong academic and interpersonal skills and ability to continue the learning process. A task this formidable cannot be accomplished by vocational-technical educators or academic educators working in isolation from each other and from business.

Illinois educators, both technical and academic, are responding to this challenge with the development of a bold reform concept called Tech Prep.*

*NOTE: *Tech Prep is an abreviation for Technical Preparation/Associate Degree.*

This publication was prepared pursuant to a grant with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education and funded 100% through the Carl D. Perkins Vocational Education Act. Grantees are encouraged to freely express their judgements in professional and technical matters. However, points of view or opinions do not necessarily represent offical State Board of Education position or policy.

What is "Tech Prep"

Illinois Tech Prep represents an educational program that integrates college preparatory course work with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at ninth grade and is articulated with a post-secondary experience leading to an associate of Applied Science degree. Because Tech Prep prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccalaureate degree. Tech Prep prepares students with the skills and competencies necessary to meet employers' performance standards not only for entry-level jobs, but also for career advancement.

Tech Prep Students

Although Tech Prep is aimed at attracting a wide range of students, typical Tech Prep students are students who:

- Fall between the 25th and 75th percentile of secondary students;
- Enjoy using complex math and science concepts to solve problems;
- Have an aptitude toward technical/scientific content;
- Intend to pursue post-secondary education;
- Enjoy learning through the application of academic knowledge and skills;
- Desire a challenging, good-paying career and are willing to work toward achieving this goal.

Tech Prep Partnerships

The success of Tech Prep is dependent upon the development of 50/50 partnerships. These partnerships are between:

- Academic and technical educators,
- Secondary and post-secondary educators,
- Educators and representatives of the private sector.

1. ***The Academic/Technical Partnership***

   To be prepared to succeed in the workplace of the twenty-first century, students will need a strong academic foundation and the ability to apply it. Tech Prep brings academic and technical educators together in a true partnership. These Tech Prep educators eliminate barriers which stand in the way of interdisciplinary cooperation. They are receptive to new teaching methods and design Tech Prep sequences together.

   Tech Prep Educators also jointly design instructional strategies to strengthen the relationship between academic content and application.

2. ***The Secondary/Post-Secondary Partnership***

   Tech Prep provides students with opportunities that maximize experiences at both secondary and post-secondary levels. Tech Prep represents a strong linkage between secondary and post-secondary institutions to provide a smooth transition from one level to the next without duplication of effort. The secondary experience is well articulated to the post-secondary program to provide a solid foundation for advanced technical studies at a post-secondary institution. Articulation also ensures that students can continue, when appropriate, in a four-year baccalaureate program with minimal loss of credit.

3. ***The Education/Private-Sector Partnerships***

   A well-prepared future labor force is dependent upon equal commitment from both education and the private sector. Employers working with Tech Prep clearly identify and communicate their performance standards. These standards will include not only technical skills, but also expectations in reading, math, science, and communications. Tech Prep educators design learning experiences to ensure students meet these expectations and certify that completers are ready to enter the workforce.

   Employers must not only identify and communicate performance standards, but be willing to provide incentives to make Tech Prep attractive to students. These incentives may include:

   - Priority hiring consideration or guaranteed employment,
   - Wage and/or advancement incentives,
   - Support for continued work-related training and education,
   - Paid internships or employment for students during the school year or summer while enrolled in a program,
   - Scholarships to post-secondary institutions.

Tech Prep represents new opportunities for educators, students, and private industry. Technical Preparation/Associate Degree completers will ensure that Illinois will continue to be a state where industry can locate, grow and prosper.

DEVELOPING BUSINESS EDUCATION TECH PREP PROGRAMS IN ILLINOIS

In keeping with the main thrust of the Tech Prep initiative in Illinois, Dr. Roger Luft from Eastern Illinois University, Dr. Thomas Haynes and Dr. Ralph Wray from Illinois State University, and Dr. Marcia Anderson-Yates from Southern Illinois University at Carbondale are working as facilitators to assist three community colleges and selected secondary school programs in developing Tech Prep programs in business education. The activities at the three pilot sites will focus on assisting local business educators develop and implement Tech Prep programs that will prepare graduates with the academic and technical skills to meet industry needs.

BUSINESS EDUCATORS LAY FOUNDATION FOR BUSINESS WORKFORCE

The United States has entered the age of technology/information/services. To illustrate this change, in 1960, 73 percent of jobs were in the trade and manufacturing sector. By 1983, the percentage of jobs in that sector of the economy had shrunk to 23 percent, while information and service occupations accounted for 73 percent of jobs and now account for well over 80 percent of jobs. The Bureau of Labor Statistics projects that more new positions for information processors (traditionally identified as secretaries, typists) and office clerks will be created in the 1990's than for any other occupation. Equally as important as knowledge of what occupational trends exist is the fact that nearly all jobs will require workers to know how to use information systems. Technology is the major factor affecting the changes that are occurring and shall continue to occur in the workplace. Thus, the shift to the technology/information/service society is demanding new skills of workers in all sectors of the economy.

Business education is the segment of the education system that provides the leadership for the development of workers to fill the "new" requirements of work. In the state of Illinois, there are over 3300 junior and senior high school business instructors and over 750 full-and part-time community college business instructors responsible for laying the foundation for preparing workers for a technology/information/service society. Business, marketing and management education programs prepare students for work in the largest number of occupations in the labor force.

These business education instructors deliver a curriculum that includes development of student competencies beginning at the kindergarten through 8th grade levels in communications, technology awareness, computation/mathematics, elementary keyboarding, and human relations. Orientation to business, marketing and management competencies are developed at the 9th and 10th grade levels in courses such as business and technology concepts, keyboarding--typewriting--formatting, and computer concepts/software applications. Preparation for employment in business, marketing and management is achieved at the 11th through adult education levels in clusters of instruction in accounting, information processing, computer operations/programming, administrative support/clerical, product-oriented marketing, service-oriented marketing, and business ownership/management.

Business educators are now focusing on curriculum which developes broad-based, transferable skills, blending many of the traditional business education areas to achieve such abilities as:

- knowledge of the systems of computers and technology
- problem-solving and decision-making skills
- resource management skills
- understanding of the economics of work
- applied math
- career and personal planning skills
- interpersonal skills
- data manipulations.

Tomorrow's work world will contain a transitional work environment with changing equipment, work tasks, and responsibilities. Students need a multifaceted program to meet the demands of a continually developing information/technological workplace, and Illinois business educators are constantly refining their programs to meet those needs.

COLLABORATION: BECAUSE WE CARE .....

Leaders in public education and business sectors agree collaboration between the two groups must occur to better prepare young people for the labor force. Business representatives have knowledge regarding the nature of the emerging workplace and the kinds of skills that are required for success. Educators can contribute knowledge regarding how to organize materials for effective instruction, how to relate to students in positive ways, and how to help students learn. The sharing of expertise is the bedrock for effective relationships.To move a responsive Illinois educational system into the twenty-first century and to keep up with developments in other states, collaboration must occur if youth in Illinois are to succeed in a global labor force that is increasingly geared toward service, information, and technology.

Because business representatives can play a vital role as a collaborative partner, we would like to identify individuals and firms interested in joining our effost to better prepare young people for the emerging workplace and entrepreneural opportunities in Illinois. ***Please indicate ways in which you or your firm would like to assist. Your feedback will be made available to educators in your region of the state.***

We can help! We are willing to work with business educators to strengthen vocational programs in the Business, Marketing and Management occupational program areas.

We would be willing to:

____ provide classroom guests speakers
____ serve as a field trip site
____ share training materials with schools
____ provide training sites for students
____ provide opportunities for teachers to update occupational experiences
____ share an executive for an executive-in-resident program
____ adopt a school
____ provide tuition reimbursement for a post-secondary student
____ donate funds to further the work of vocational student organizations
____ provide equipment (loan or gift) for a vocational training program
____ help lobby for funding to support vocational programs in business
____ assist with teachers' in-service educational programs
____ serve on a local vocational education advisory committee
assist teachers in identifying competencies and determining standards
____ enter into dialogue with instructors concerning the needs of business
____ assist in marketing vocational programs to prospective clients and employers
____ other ____________________

Name ____________________
Firm: ____________________
Type of Business: ____________________
Address: ____________________
Phone: ____________________
Return to: ____________________

Business, Marketing and Management, Teacher Education Initiative Project
327 Williams Hall, Illinois State University
Normal, Illinois 61761

APPLIED COMMUNICATION AND CURRICULUM INTEGRATION

One term that we will hear used continuously for years to come as we progress with Tech Prep is integration; the combining of vocational education and academic subjects. One of the main thrusts of integration is in the area of communications. Through a set of practical curriculum materials called Applied Communication, students in vocational or English classes can learn the communciation skills that are demanded by the workplace.

The Applied Communication materials include teacher's guides, student work texts, and videos. By using the materials, teachers can teach communication/language arts/English skills in an applied setting which helps students transfer improved reading, writing, listening, speaking, problem-solving, visual, interpersonal, and non-verbal skills to their occupations and personal lives. The curriculum meets the needs of students who learn best from hands-on instruction.

Teaching communications skills in an applied and practical manner fits the Tech Prep model very closely. By using this approach the middle 50 percentile of students can be reached. Because of the increased workplace skills, employees need to be better able to read technical manuals and write and speak in advanced technical terms. Communication skills are a critical-component of Tech Prep. Communication skills are the one element of curriculum integration that spans all subjects. Whether it be math, science, or computers it is necessary to be able to communicate effectively.

During the 1990-91 school year, a project funded by the Illinois State Board of Education with Carl D. Perkins monies to the Department of Business Education and Administrative Information Systems at Eastern Illinois University was conducted to prepare business and English teachers in east-central Illinois to infuse the Applied Communication materials into their classes. Teachers from both subject areas attended inservice training on two weekends to learn to use the materials. During the second semester of the year the teachers utilized the materials in the subjects they were teaching.

Because of the versatility of the materials and the diversity in teaching styles, several approaches were integrated into different classes. For example, business teachers used the materials in accounting, information processing, general business, and consumer education classes; English teachers used the materials to teach Shakespeare, drama, composition, and developmental English.

Different degrees of success were experienced by the teachers. They found that in some classes and with some students the materials worked very effectively. Different students responded differently to the methods and materials as they were used. Overall, the teachers felt that the materials were liked by the students and that more learning took place as a result of the materials. When some teachers compared student test results with previous classes tested on the same materials, they felt the students did better after using the applied materials.

If Tech Prep is to succeed in the schools, it is imperative that teachers use applied curriculum materials or be given the time to develop their own. If the materials that are commercially available are to be used, teachers must be provided training on how to use them and must be given time to work with other teachers to identify the best classes and the best methods for using the materials. The time has come for Tech Prep and curriculum integration so that Only students can see the relevence of academic skills and the importance of preparation for pursuing a technical career.

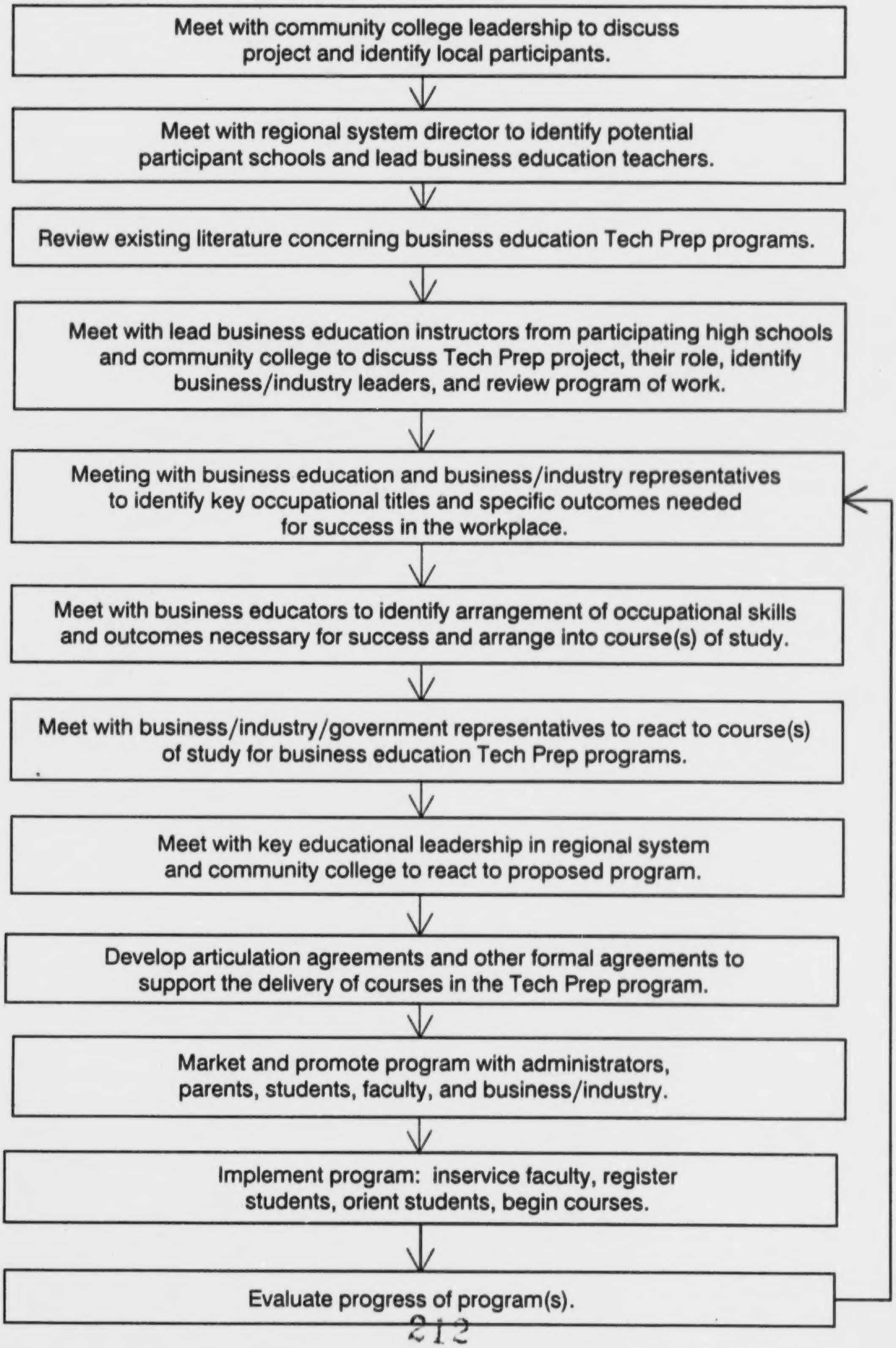
Stay with us! We need your special contributions to ensure that Illinois youth are well-prepared and hold a competitive edge.

Business, Marketing and Management Teacher Education Initiative
Dept. of Business Educationa and Administrative Services
Illinois State University
Normal, IL 61761

Non-Profit Org.
U.S. POSTAGE
PAID
Normal, Illinois

L. TECH PREP PLANNING PROCESS FLOW CHART

BUSINESS EDUCATION TECH PREP PROGRAM DEVELOPMENT PROCESS



Meet with community college leadership to discuss project and identify local participants.

Meet with regional system director to identify potential participant schools and lead business education teachers.

Review existing literature concerning business education Tech Prep programs.

Meet with lead business education instructors from participating high schools and community college to discuss Tech Prep project, their role, identify business/industry leaders, and review program of work.

Meeting with business education and business/industry representatives to identify key occupational titles and specific outcomes needed for success in the workplace.

Meet with business educators to identify arrangement of occupational skills and outcomes necessary for success and arrange into course(s) of study.

Meet with business/industry/government representatives to react to course(s) of study for business education Tech Prep programs.

Meet with key educational leadership in regional system and community college to react to proposed program.

Develop articulation agreements and other formal agreements to support the delivery of courses in the Tech Prep program.

Market and promote program with administrators, parents, students, faculty, and business/industry.

Implement program: inservice faculty, register students, orient students, begin courses.

Evaluate progress of program(s).

M. TEACHER PERCEPTIONS OF BASIC SKILLS INSTRUCTION AND COLLABORATION IN THE McLEAN-DEWITT REGION OF ILLINOIS

TEACHER PERCEPTIONS OF BASIC SKILLS INSTRUCTION AND COLLABORATION IN THE MCLEAN-DEWITT REGION

Introduction and Purpose

The new Carl D. Perkins Vocational and Applied Technology Act of 1990 puts considerable emphasis on the integration of academic and vocational education. According to Rosenstock (1991), during the 1989 Senate hearings, virtually every commentator noted the need to bring together the two parts of the education system. The challenge today is for educators to translate this rhetoric into day-to-day reality in schools. One of the major concerns in completing such integration is the barrier that exists in today's high schools. As Rosenstock (1991) says, "Head and hand have never been further apart." Vocational programs many times are relegated to separate facilities and have become a dumping ground for less able students, as well as a place for special needs students. While this has been taking place, increased demands on students to complete more academic courses to graduate from high school, and for entry into higher education, have divided school populations, including teachers and students. The only group really not having anyone speaking for them is the general education students who tend to float in the system and seek "the path of least resistance" to acquiring high school diplomas.

In an effort to build integrative activities in the McLean/DeWitt Regional Vocational System, staff of the Applied Academics project at Illinois State University conducted an opinion survey of academic (English, mathematics, science, and social science teachers) and vocational teachers (agriculture, business, home economics, and industrial technology) in eleven schools in the McLean/DeWitt Regional Vocational System. The intent of this survey was to gather opinions of teachers in relation to who should teach the basic skills content of reading, language arts, mathematics, and science, as well as how basic skills should be taught, and if they are needed for employment.

Specifically, the questions addressed are:

- What are some of the attributes of the perceived relationship between vocational and academic teachers?
- What are the teachers' perceptions of the students' needs to build basic skills for a successful workplace performance?
- Can or should vocational teachers attempt to teach basic skills?
- Can or should teachers utilize application problems to build basic skills?

Procedures

Three hundred academic and vocational teachers in the McLean/DeWitt Regional Vocational System were mailed the survey; 134 replied. According to Wunch (1986), because the whole population was sampled, the response was unbiased and the characteristics reflect the population within plus or minus five percent. The data listed below in Tables 1 through 17 indicate the percentage of respondents by teacher type across the seventeen survey questions.

TABLE 1
ITEM 1

Vocational teachers in our school should teach basic skills (English, mathematics, social science, and science) in their classes.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	26.9	53.8	7.7%	7.7%	3.8%
English	28.1%	40.6%	12.5%	12.5%	6.3%
Science	33.3%	26.7%	26.7%	13.3%	0%
Social Science	41.7%	8.3%	41.7%	8.3%	0%
Vocational	22.9%	50%	16.7%	8.3%	2.1%

TABLE 2
ITEM 2

Teaching basic skills through application/real life learning is the most effective method.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	28.0%	44.0%	24.0%	4.0%	0.0%
English	53.1%	40.6%	6.3%	0.0%	0.0%
Science	20.0%	60.0%	20.0%	0.0%	0.0%
Social Science	33.3%	50.0%	16.7%	0.0%	0.0%
Vocational Education	52.1%	43.8%	4.2%	0.0%	0.05

TABLE 3
ITEM 3

Only teachers trained/certified in basic skills (English, mathematics, social science, science) should teach basic skills.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	8.0%	16.0%	8.0%	44%	24.0%
English	6.3%	28.1%	18.8%	21.9%	25.0%
Science	13.3%	20.0%	0%	40.0%	26.7%
Social Science	16.7%	16.7%	8.3%	33.3%	25.0%
Vocational Education	4.1%	2.0%	14.3%	55.1%	24.5%

TABLE 4
ITEM 4

Vocational teachers do not like working with academic teachers.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	0.0%	4.0%	28.0%	36.0%	32.0%
English	3.1%	3.1%	28.1%	28.1%	37.5%
Science	0.0%	0.0%	60.0%	26.7%	13.3%
Social Science	0.0%	8.3%	0.0%	75.0%	16.7%
Vocational Education	4.1%	2.0%	4.1%	42.9%	46.9%

TABLE 5
ITEM 5

Most general education students have adequate basic skills to be successful in work setting.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	0.0%	20.0%	20.0%	52.0%	8.0%
English	0.0%	25.8%	12.9%	48.4	12.9%
Science	0.0%	13.3%	0.0%	60.0%	26.7%
Social Science	8.3%	33.3%	25.0%	25.0%	8.3%
Vocational Education	2.0%	22.4%	22.4%	44.9%	8.3%

TABLE 6
ITEM 6

Academic teachers in our school do not like to teach word problems.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	8.0%	20.0%	16.0%	44.0%	12.0%
English	0.0%	94.4%	43.8%	21.9%	25.0%
Science	0%	13.3%	26.7%	53.3%	6.7%
Social Science	0.0%	0.0%	50.0%	33.3%	16.7%
Vocational Education	0.0%	4.1%	73.5%	16.3%	6.1%

TABLE 7
ITEM 7

Vocational teachers in our school feel angry when asked to teach basic skills.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	4.0%	8.0%	52.0%	24.0%	12.0%
English	3.1%	9.4%	59.4%	12.5%	15.6%
Science	0.0%	20.0%	40.0%	40.0%	0.0%
Social Science	0.0%	0.0%	66.7%	33.3%	0.0%
Vocational Education	0.0%	4.2%	27.1%	45.8%	22.9%

TABLE 8
ITEM 8

Our vocational teachers feel that teaching basic skills takes away time from teaching their own area.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	4.0%	32.0%	40.0%	20.0%	4.0%
English	9.4%	21.9%	53.1%	12.5%	3.1%
Science	0.0%	33.3%	46.7%	20.0%	0.0%
Social Science	0.0%	25.0%	66.7%	8.3%	0.0%
Vocational Education	2.0%	32.7%	22.4%	34.7%	8.2%

TABLE 9
ITEM 9

Most vocational students have adequate basic skills to be successful in work settings.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	4.0%	8.0%	8.0%	80.0%	0.0%
English	0.0%	12.9%	29.0%	45.2%	12.9%
Science	0.0%	6.7%	6.7%	66.7%	20.0%
Social Science	8.3%	25.0%	25.0%	41.7%	0.0%
Vocational Education	2.0%	24.5%	10.2%	49.0%	14.3%

TABLE 10
ITEM 10

Basic skills are not important in the types of jobs that most vocational students get.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	0.0%	0.0%	0.0%	64.0%	36.0%
English	0.0%	0.0%	3.1%	31.3%	65.6%
Science	0.0%	0.0%	0.0%	40.0%	60.0%
Social Science	0.0%	0.0%	8.3%	50.0%	41.7%
Vocational Education	4.1%	0.0%	0.0%	32.7%	63.3%

TABLE 11
ITEM 11

Vocational students should take higher level basic skills courses.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	8.0%	56.0%	24.0%	12.0%	0.0%
English	16.0%	35.5%	41.9%	6.5%	0.0%
Science	33.3%	40.0%	6.7%	20.0%	0.0%
Social Science	0.0%	75.0%	25.0%	0.0%	0.0%
Vocational Education	2.0%	38.8%	51.0%	4.1%	4.1%

TABLE 12
ITEM 12

It is important to include application problems in basic skills instruction.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	32.0%	12.0%	0.0%	0.0%	0.0%
English	37.5%	50.0%	9.4%	3.1%	0.0%
Science	33.3%	60.0%	6.7%	0.0%	0.0%
Social Science	8.3%	66.7%	16.7%	8.3%	0.0%
Vocational Education	35.4%	62.5%	2.1%	0.0%	0.0%

TABLE 13
ITEM 13

Most academic teachers do not like to work with vocational teachers.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	0.0%	4.0%	24.0%	32.0%	40.0%
English	0.0%	6.3%	28.1	37.5%	28.1%
Social Science	0.0%	0.0%	8.3%	67.7%	25.0%
Vocational Education	0.0%	18.8	31.3%	35.4%	14.6%

TABLE 14
ITEM 14

Most academic teachers do not like to work with vocational students.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	0.0%	20.0%	24.0%	28.0%	28.0%
English	0.0%	9.4%	18.8%	50.0%	21.9%
Science	0.0%	13.3%	6.7%	53.3%	26.7%
Social Science	8.0%	8.3%	8.3%	75%	8.3%
Vocational Education	0.0%	29.2%	25.0%	39.6%	6.3%

BEST COPY AVAILABLE

TABLE 15
ITEM 15

Vocational educators can teach their subjects to students who do not have grade level basic skills.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	4.0%	24%	40%	12.0%	0.0%
English	6.3%	15.6%	31.3%	28.1%	18.8%
Science	0.0%	20.0%	13.3%	46.7%	20.0%
Social Science	0.0%	33.0%	41.7%	25.0%	0.0%
Vocational Education	4.2%	33.3%	6.3%	39.6%	16.7%

TABLE 16
ITEM 16

Basic skills are not important in types of jobs that most general education students get.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	0.0%	4.0%	4.0%	40.0%	52.0%
English	0.0%	0.0%	6.3%	43.8%	50.0%
Science	0.0%	13.3%	0.0%	33.3%	53.3%
Social Science	0.0%	8.3%	0.0%	33.3%	58.0%
Vocational Education	0.0%	0.0%	0.0%	46.9%	53.1%

TABLE 17
ITEM 17

The terms, vocational, special, and academic education, should be abandoned and teachers should work more closely together to meet the educational needs of students.

Teacher Groups	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Mathematics	28.0%	24.0%	24.0%	16.0%	8.0%
English	21.9%	21.9%	21.9%	21.9%	12.5%
Science	13.3%	46.7%	26.7%	13.3%	0.0%
Social Science	25.0%	58.3%	16.7%	0.0%	0.0%
Vocational Education	36.7%	36.7%	18.4%	6.1%	2.0%

The data in Tables 1 through 17 provide insight in four areas. First, the provide information concerning the perception of who should be teaching basic skills. The teachers' responses indicated that vocational teachers do have a role in teaching basic skills. Although they may not be certified to teach those basic skills. There appears to be some confusion expressed by all teachers concerning the way vocational teachers feel about teaching basic skills. This was a clear indication that their role in teaching basic skills is not clearly defined, and that most teachers did not have an understanding of how the vocational teachers felt about this instruction.

In terms of the best methods of teaching basic skills, teachers indicated that utilizing application exercises related to real-life activities was an effective method. They also indicated that they were either unsure or disagreed with the idea that academic teachers do not like to teach word problems. All teachers soundly supported the notion of including application problems for basic skills instruction in mathematics, English, social sciences, and science.

In terms of the collaborative relationships between teachers and students, the respondents indicated that vocational teachers do not dislike working with academic teachers, although several groups of academic teachers had some uncertainty about working with vocational teachers. Also, respondents indicated strong support that academic teachers do like to work with vocational teachers, although there were a number of teachers that were uncertain about this situation.

In regards to academic teachers working with vocational students, the data overwhelmingly indicated that the academic teachers were willing to work with vocational students, although the perceptions of vocational teachers concerning academic teachers' attitudes toward working with vocational students was less supportive.

In regards to using the terms vocational, special, and academic education, there was general agreement that those terms should be abandoned and that teachers should work more closely to meet the educational needs of the students.

A fourth area in which the data provided insight were the skills that students need for education and career purposes. There was general agreement that general education students do not have adequate basic skills to be successful in the work setting. The data indicated that there was some uncertainty, but substantial agreement, that vocational teachers feel that basic skills instruction takes away from their time to teach occupational content. There was general agreement that vocational students don't have adequate basic skills to be successful in work settings, although basic skills were identified as important for the types of jobs that most vocational students acquire. There was adequate support to recommend that vocational students take higher level basic skills courses. Finally, the respondents indicated that vocational educators cannot teach their subjects to students who do not have grade-level basic skills. Basic skills are important in the types of jobs that most general education students acquire.

In addition to completing the tabulation of percentages for each teaching area for each of the items on the questionnaire, the groups were aggregated together. Mathematics, English, science and social studies teachers were grouped together and listed as academic teachers, and then compared to vocational teachers utilizing T-tests for each of the seventeen items on the questionnaire. In utilizing T-tests, an F value is calculated with a 2-Tail probability. From this F value and 2-tail probability, the researcher can determine whether to use a pooled variance estimate or a separate variance estimate. If the F value's 2-Tail probability is greater than .05, then the researcher reviews the separate variance estimate to see if there are significant differences. If, however, the F value's 2-Tail probability is greater than .05, then the researcher reviews the pooled variance estimate to see if there are any significant differences. Listed in Table 18 are the F value, 2-Tail probabilities, and separate or pooled variance estimates for the survey items that were significant at the .05 level.

TABLE 18
ITEM 2

Teaching basic skills through application/real life learning activities is the most effective method.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
1.59	.084	2.33	.021*

ITEM 3

Only teachers trained/certified in basic skills, English, mathematics, social science, and science should teach basic skills.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
2.08	.007	-2.60	.01**

ITEM 4

Vocational teachers do not like working with academic teachers.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
1.09	.78	-2.31	.023*

ITEM 6

Academic teachers in our school do not like to teach word problems.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
2.46	.001	1.99	.049**

ITEM 7

Vocational teachers in our school feel angry when asked to teach basic skills.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
1.11	.712	-3.86	.000*

ITEM 11

Vocational students should take higher level basic skills courses.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
1.20	.499	-2.51	.013*

ITEM 13

Most academic teachers do not like to work with vocational teachers.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
1.23	.401	3.08	.002*

ITEM 14

Most academic teachers do not like to work with vocational students.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
1.02	.921	3.33	.001*

ITEM 17

The vocational special and academic education should be abandoned and teachers should work more closely together to meet the educational needs of students.

F-Value	2-Tail Probability	Variance Estimate	
		T-Value	2-Tail Probability
1.46	.158	2.57	.011*

* Pooled variance estimate
** Separate variance estimate

Data in Table 18 provides a perspective concerning the perceptions of teachers in the role of teaching basic skills to students. The data indicates that academic and vocational teachers strongly support the use of real-life examples through application learning activities. Vocational teachers supported the use of these more than academic teachers. Academic teachers said that they marginally think that those teachers outside the basic skills area of English, mathematics, social science, and science should teach those skills, although vocational teachers indicated that they support the teaching of those subjects by individuals outside of those areas. Academic teachers and vocational teachers both agreed that vocational teachers do like working with academic teachers, with vocational teachers indicated a stronger positive position toward working with academic teachers.

For the survey statement, "Academic teachers in our school do not like to teach word problems," both groups indicated mixed feelings concerning that statement, although academic teachers disagreed with the statement more than vocational teachers. When asked if vocational teachers feel angry when they are asked to teach basic skills, academic teachers disagreed with this statement less than vocational teachers. In regards to vocational students taking higher level basic skills courses, both groups of teachers indicated support for students enrolling in those courses. Academic teachers felt more positively about this than vocational teachers. For the statement "Academic teachers do not like to work with vocational teachers," both groups indicated disagreement with this statement, with academic teachers voicing stronger disagreement than vocational teachers. And, when asked if academic teachers do not like to work with vocational students, both groups of teachers disagreed with this statement, with academic teachers voicing the strongest disagreement.

In reviewing the importance of basic skills to the types of jobs that general education students get, academic and vocational teachers indicated that these are important for these types of students, with vocational teachers indicating more strongly that these skills are important. Concerning the terms vocational, special, and academic education, and the consideration of them being abandoned so that teachers can work more closely together to meet the needs of students, both groups indicated that this would be beneficial for educational practice, with vocational educators voicing the strongest support for this notion.

Further, analysis of the data utilized an Analysis of a Variance (ANOVA) technique to identify if there were differences between mathematics, English, science, social science, and vocational teachers in terms of their responses to the seventeen statements on the survey. Table 19 provides information which illustrates those statements which were found to have statistically significant differences between the groups.

TABLE 19

ITEM 2

Teaching basic skills through application/real life learning activities is the most effective method.

F-Ratio	F-Probability	Descriptor
3.8738	.0053	Vocational ≥ agreement than science and mathematics English ≥ agreement than mathematics and science

ITEM 7

Vocational teachers in our school feel angry when asked to teach basic skills.

F-Ratio	F-Probability	Descriptor
3.7093	.0069	Vocational ≤ agreement than science, English, and mathematics

ITEM 13

Most academic teachers do not like to work with vocational teachers.

F-Ratio	F-Probability	Descriptor
2.8052	.0285	Vocational ≥ agreement than English, mathematics, and social science

ITEM 14

Most academic teachers do not like to work with vocational students.

F-Ratio	F-Probability	Descriptor
2.9944	.0212	Vocational ≥ agreement than English and science

ITEM 17

The term vocational, special, and academic education should be abandoned and teachers should work more closely together to meet the educational needs of students.

F-Ratio	F-Probability	Descriptor
3.1305	.0171	Social Science ≥ agreement than English Vocational ≥ agreement than English

The data from Table 19 illustrates differences between the individual disciplines for several of the statements on the survey. In regards to basic skills being taught through application/real-life activities, vocational teachers agreed more with the statement than did science or mathematics teachers, and English teachers agreed with the statement more than mathematics and science teachers. Concerning the statement that vocational teachers feel angry when they are asked to teach basic skills. Vocational teachers disagreed with this statement more strongly than did the Science, mathematics or English teachers. Vocational teachers thought that academic teachers do not like to work with vocational students, more so than did English and science teachers. And finally, social science and vocational teachers agreed more than English teachers that the terms vocational, special, and academic education should be abandoned and that teachers should work more closely to meet the educational needs of students.

DISCUSSION

This discussion focuses on four major areas investigated by this survey.

1. Who should teach basic skills?

   Consistently across all teacher groups there was the clear perception that vocational teachers have a role in teaching basic skills of English, mathematics, social science in their classes. In support of this, the teachers also indicated that teachers that aren't specifically certified or trained in basic skills can assist in the teaching of basic skills. There is some advantage to having teachers outside of those specialized fields assisting with that instruction. Although there were some mixed feelings about this, the overwhelming position was that a number of teachers can help with basic skills instruction.

   Vocational teachers' perceptions concerning the teaching of basic skills were overwhelmingly positive. They indicated that they had a role in enhancing and supporting the development of these skills.

   Additionally, when asked if vocational teachers feel as though teaching basic skills takes away from their time in developing vocational skills, teachers had a mixed response. The majority indicated that they neither agree nor disagree that it takes away from teaching their vocational skills. Specifically, the vocational teachers' distribution of responses was almost an exact bell-shaped curve, with an equal distribution of responses agreeing and disagreeing.

2. How should basic skills be taught?
   In regards to effective ways of teaching basic skills, application exercises focusing on real-life situations is very appropriate.

3. How do academic and vocational teachers perceive each other in regards to basic skills instruction?
   A concept that was presented in the questionnaire was the role of collaboration between vocational and academic teachers. Teachers indicated that vocational teachers do like to work with academic teachers, with the most positive responses coming from the vocational teachers. Most academic teachers do like to work with vocational teachers, although vocational teachers do not necessarily perceive them this way. In terms of helping students meet their educational needs, teachers strongly agreed that vocational, special, and academic education titles should be abandoned and teachers should work collaboratively to help students in all phases of their development.

4. What is the importance of basic skills instruction?
   In regards to the development of students' skills, teachers indicated that most general education students do not have strong enough basic skills to be successful in work settings, and that they thought these skills were extremely important in the types of jobs most general education students acquire.

   In relation to vocational students, teachers indicated that most vocational students do not have adequate basic skills to be successful in work settings, and, that these basic skills are very important for the types of jobs vocational students acquire.

Finally, teachers indicated vocational students should take higher level basic skills courses to improve their abilities for the work place. Additionally, teachers indicated that vocational students need grade level basic skills so that they can acquire the needed education and vocational classes to be successful in work settings.

Implications for Curriculum Development and Staff Development

Although the nature of curriculum and instruction change gradually over time because of movements and trends, teachers indicated that the utilization of applied learning activities focusing on real-life situations have advantages in teaching basic skills. Efforts to acquire, adapt, or develop curriculum materials which focus on these types of activities would be beneficial for the development of students' basic skills. In regards to staff development, the data illustrates that there are some differences in opinions about teachers' roles in teaching, basic skills, and how open and receptive different groups of teachers are to students and other teachers.

Efforts that focus on the shoulder-to-shoulder work of teachers across disciplines would have a direct impact on these perceptions. Due to the nature of school buildings, classrooms, and the school day, there is little time for teachers to collaborate and work cooperatively on curriculum and instructional projects that could reduce the differences in perceptions between these different groups of teachers. All efforts that can bring these teachers together to work on a common purpose to assist students can have beneficial impacts on these perceptions, and hence, on collaborative effectiveness.

And finally, fortunately, teachers in all areas see the importance of basic skills in preparing vocational and general education students for the world of work, and that this should be a focus point to form consensus on developing curriculum and planning instruction.

N. AGENDA AND MATERIALS FROM BUSINESS STANDARDS MEETINGS

BUSINESS TECH PREP/ASSOCIATE DEGREE PROJECT

BUSINESS-INDUSTRY-GOVERNMENT EMPLOYER ADVISORY GROUP

MEETING OF DECEMBER 13, 1990

AGENDA

WELCOME AND INTRODUCTIONS

Objective: To make participants comfortable and to acquaint them with project staff.

TECH PREP/ASSOCIATE DEGREE PROGRAM ORIENTATION

Objective: To develop an understanding of what are Tech Prep/Associate Degree programs and what are their critical components.

THE ROLE OF TECH PREP/ASSOCIATE DEGREE PROGRAMS IN EDUCATIONAL REFORM IN ILLINOIS

Objective: To realize that Tech Prep/Associate Degree Programs are an integral component of educational reform in Illinois.

THE ROLE OF BUSINESS-INDUSTRY-GOVERNMENT EMPLOYERS IN TECH PREP/ASSOCIATE DEGREE PROGRAMS

Objective: To understand the critical role employers play in the development of Tech Prep/Associate Degree Programs.

IDENTIFYING TECH PREP/ASSOCIATE DEGREE PROGRAM COMPLETER STANDARDS FOR INFORMATION SYSTEMS AND MARKETING TECH PREP/ASSOCIATE DEGREE PROGRAMS

Objective: To identify specific performance standards for students that complete Tech Prep/Associate Degree programs in information systems and marketing.

BUSINESS EDUCATION TECH PREP PROGRAM

IN INFORMATION SYSTEMS

EMPLOYER IDENTIFIED STANDARDS FOR SUCCESS

SKILL AREA	SKILLS NEEDED	PERFORMANCE STANDARD
LANGUAGE ARTS:	Phone Skills ORAL Communication DICTIONARY Usage	
	Memo Writers HANDWRITING	
	Put thoughts in logical order and summarizing Write in Sentences →	
	Express thoughts clearly LISTENING SKILLS Spelling	
	Ability to read technical matter / Reading Comprehension	
MATHEMATICS:	Addition & Subtraction	
	Multiplication & Division	
	Concept of Measurements	
	Problem Solve	

SKILL AREA	SKILLS NEEDED	PERFORMANCE STANDARD
MATHEMATICS:		
BUSINESS SKILLS:		
	Keyboarding	
	Data Bases	
	Spreadsheets	
	Desktop Publishing	
	Phone Skills	
	Appropriate Dress / PROMPTNESS ATTITUDE, DEMEANOR, Courtesy	
	for interview as well as for the job	
	Speedwriting	
	Fax Machine	
	TRANSCRIPTION Skills	

SKILL AREA	SKILLS NEEDED	PERFORMANCE STANDARD
BUSINESS SKILLS:		

PROGRAM FEATURES, I.E. ADMISSION CRITERIA, RETENTION CRITERIA, INTERNSHIPS, SCHOLARSHIPS	PROGRAM STANDARDS

ILLINOIS TECH PREP

PREPARING STUDENTS FOR THE TWENTY-FIRST CENTURY

Advancements in technology have brought broad, sweeping changes to the workplace. Concepts like computer-integrated manufacturing, work cells, statistical process control, just-in-time inventory control, participatory management, ergonomics, employee involvement and customer service, to name a few, have become commonplace in today's corporate settings. Couple these changes with a dramatic shift in demographics, and Illinois could be facing a serious deficit in qualified labor in the near future. The private sector and education must combine forces to ensure that Illinois has the human resources necessary to maintain a competitive edge in the twenty-first century.

One only has to look at the skills demanded by modern business and industry to realize the extent of the educational challenge. The workplace demands a labor force that possesses not only advanced technical skills, but strong academic skills and interpersonal skills and a willingness to continue to learn. A task this formidable cannot be accomplished by vocational-technical educators or academic educators working in isolation from each other and from business.

Illinois educators, both technical and academic, are responding to this challenge with the development of a bold reform concept called Tech Prep.* *Illinois Tech Prep represents an educational track that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a post-secondary experience leading to an associate degree. Because Tech Prep prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccalaureate degree. Tech Prep prepares students with the skills and competencies necessary to meet employers' performance standards not only for entry-level jobs, but also for career advancement.*

TECH PREP STUDENTS

Although Tech Prep is aimed at attracting a wide range of students, typical Tech Prep students are students who:

Fall between the 25th and 75th percentile of secondary students;

Enjoy using complex math and science concepts to solve problems;

Have an aptitude toward technical/scientific content;

Intend to pursue post-secondary education;

Enjoy learning through the application of academic knowledge and skills;

Desire a challenging, good-paying career and are willing to work toward achieving this goal.

Tech Prep has entrance standards. When students lack the necessary competencies they will be provided the opportunity to get academic assistance to possibly to qualify for and participation in Tech Prep at a later time.

TECH PREP PARTNERSHIPS

The success of Tech Prep is dependent upon the development of 50/50 partnerships. These partnerships are between:

Academic and technical educators,

Secondary and post-secondary educators,

Educators and representatives of the private sector.

---

*NOTE: Tech Prep is an abbreviation for Technical Preparation/Associate Degree

1. The Academic/Technical Partnership

To be prepared to succeed in the workplace of the twenty-first century, students will need a strong academic foundation and the ability to apply it. Tech Prep brings academic and technical educators together in a true partnership. These Tech Prep educators eliminate barriers which stand in the way of interdisciplinary cooperation. They are receptive to new teaching methods and design Tech Prep sequences together. For example, a hypothetical Tech Prep sequence might look like the following:

TECH PREP PROGRAM FOR ELECTRO-DYNAMIC NUCLEAR TECHNICIAN

	SECONDARY				POST-SECONDARY	
SUBJECT	9TH	10TH	11TH	12TH	FIRST YEAR	SECOND YEAR
ENGLISH	English I	English II	English III[1]	English IV[1]	Technical Communications I & II (6)	
MATH	Pre Algebra[2]	Algebra I[2]	Geometry	Algebra II	Trigonometry (3)	Calculus or Statistics (4)
SCIENCE	Physical Science		Principles of Technology	Principles of Technology	Tech Physics or UTC Physics (4)	Nuclear Physical Lab (4)
HUMANITIES	Consumer Education (1/2) Geography (1/2)	U.S. History		Government (1/2)	Orientation to Nuclear Occupations (3)	Humanities (3)
OTHER	Health/PE	PE	PE	PE		Entrepreneurship (3)
TECHNICAL EMPHASIS	Intro to Technology (IPITE)	Fundamentals of Nuclear Dynamics (1/2)	Electro-Dynamic Theory & Lab	Integrated Electro-Dynamic Systems	Electronic Circuits (3) Nuclear Dynamics I (3) Electro-Dynamic Lab (4) Electro-Dynamic System Analysis (3)	Intro to Microprocessors (2) Microprocessors Lab (4) Electro Dynamic Internship (6) Electro Dynamic Internship (6)
RELATED TECHNICAL		Computer Fundamentals (1/2)		Corporate Economics (1/2)	Engineering Problem Solving (3) Human Relations (2)	Nuclear Dynamic Safety (2)
CREDITS	6	5	5	6	34 credits	34 credits

SECONDARY 22 CREDITS POST-SECONDARY (AAS) 68 CREDITS

1 – Could be Applied Communications for one year
2 – Could be Applied Math I and II
NOTE: All Academics taught with an applications emphasis

Tech Prep Educators also jointly design instructional strategies to strengthen the relationship between academic content and application.

2. The Secondary/Post-Secondary Partnership

Tech Prep provides students with opportunities that maximize experiences at both secondary and post-secondary levels. Tech Prep represents a strong linkage between secondary and post-secondary institutions to provide a smooth transition from one level to the next without duplication of effort. The secondary experience is well articulated to the post-secondary program to provide a solid foundation for advanced technical studies at a post-secondary institution. Articulation also ensures that students can continue when appropriate in a four-year baccalaureate program with minimal loss of credit. Ultimately, Tech Prep prepares students to benefit from a lifetime of learning opportunities.

3. The Education/Private-Sector Partnership

A well-prepared future labor force is dependent upon equal commitment from both education and the private sector. Employers working with Tech Prep clearly identify and communicate their performance standards. These standards will include not only technical skills, but also expectations in reading, math, science, and communications. Tech Prep educators design learning experiences to ensure students meet these expectations and certify that completers are ready to enter the workforce.

Employers must not only identify and communicate performance standards, but be willing to provide incentives to make Tech Prep attractive to students. These incentives may include:

Priority hiring considerations or guaranteed employment.

Wage and/or advancement incentives.

Support for continued work-related training and education.

Paid internships or employment for students during the school year or summer while enrolled in a program.

Scholarships to post-secondary institutions.

In addition, employers inform the public of Tech Prep opportunities and encourage enrollment in the program. Further, they provide training slots and work with educators to ensure appropriate learning experiences.

Tech Prep represents new opportunities. Opportunities for educators to restructure curricula to reflect the needs of tomorrow, opportunities for employers to remain competitive in an ever changing economy, and opportunities for students to prepare for challenging careers in the twenty-first century. Tech Prep completers will be motivated self-starters capable of setting career goals and being an asset to their employer. They will be team players able to communicate and solve complex problems in the workplace of tomorrow. Technical Preparation/Associate Degree completers will ensure that Illinois continues to be a state where industry can locate, grow and prosper.

DEVELOPING BUSINESS EDUCATION TECH PREP PROGRAMS IN ILLINOIS

In keeping with the main thrust of the Tech Prep initiative in Illinois, Dr. Roger Luft from Eastern Illinois University, Dr. Thomas Haynes and Dr. Ralph Wray from Illinois State University, and Dr. Marcia Anderson-Yates from Southern Illinois University at Carbondale are working as facilitators to assist three community colleges and selected secondary school programs in developing Tech Prep programs in business education. The activities at the three pilot sites will focus on assisting local business educators tailor-make Tech Prep programs that will prepare graduates that have the abilities to meet industry needs.

The Tech Prep programs developed will provide a rigorous secondary program in basic skills, as well as provide foundational career skills leading to a two-year Associates of Applied Science Degree (A.A.S.) program in business at the community college level. The focal point of these pilot site activities is the collaboration between business, industry, and government employers with educational personnel to identify specific occupations and industry standards to develop a comprehensive program. The basic curricular patterns to be developed should guarantee that the Tech Prep student will be enrolled in a four-year high school program emphasizing a strong academic program in English, math, and science, as well as a technical program highlighting computer and business skills.

At the community college level, students will continue to develop and reinforce basic skills, but they will spend the majority of their time developing business skills needed for career-sustaining positions in the labor market. Business, industry, and government's roles are not limited to just identifying curriculum patterns and standards, but to developing employment policies and practices which hold priority employment opportunities and wage incentives for graduates of these Tech Prep programs. With comprehensive Tech Prep business education programs in place, students will be prepared for high skill, high wage positions of the 21st century.

AGENDA

TECH PREP--BUSINESS PROGRAMS MEETING

MONDAY, APRIL 8, 1991

A. Introductions

B. Progress Review--integration activities with academic faculty members at each school

C. John A. Logan Articulation Agreements

  Beginning Typewriting
  Beginning Shorthand
  Introduction to Data Processing
  Survey of Accounting
  Marketing & Transportation (to be developed)

D. Program Sequences

E. Program Standards

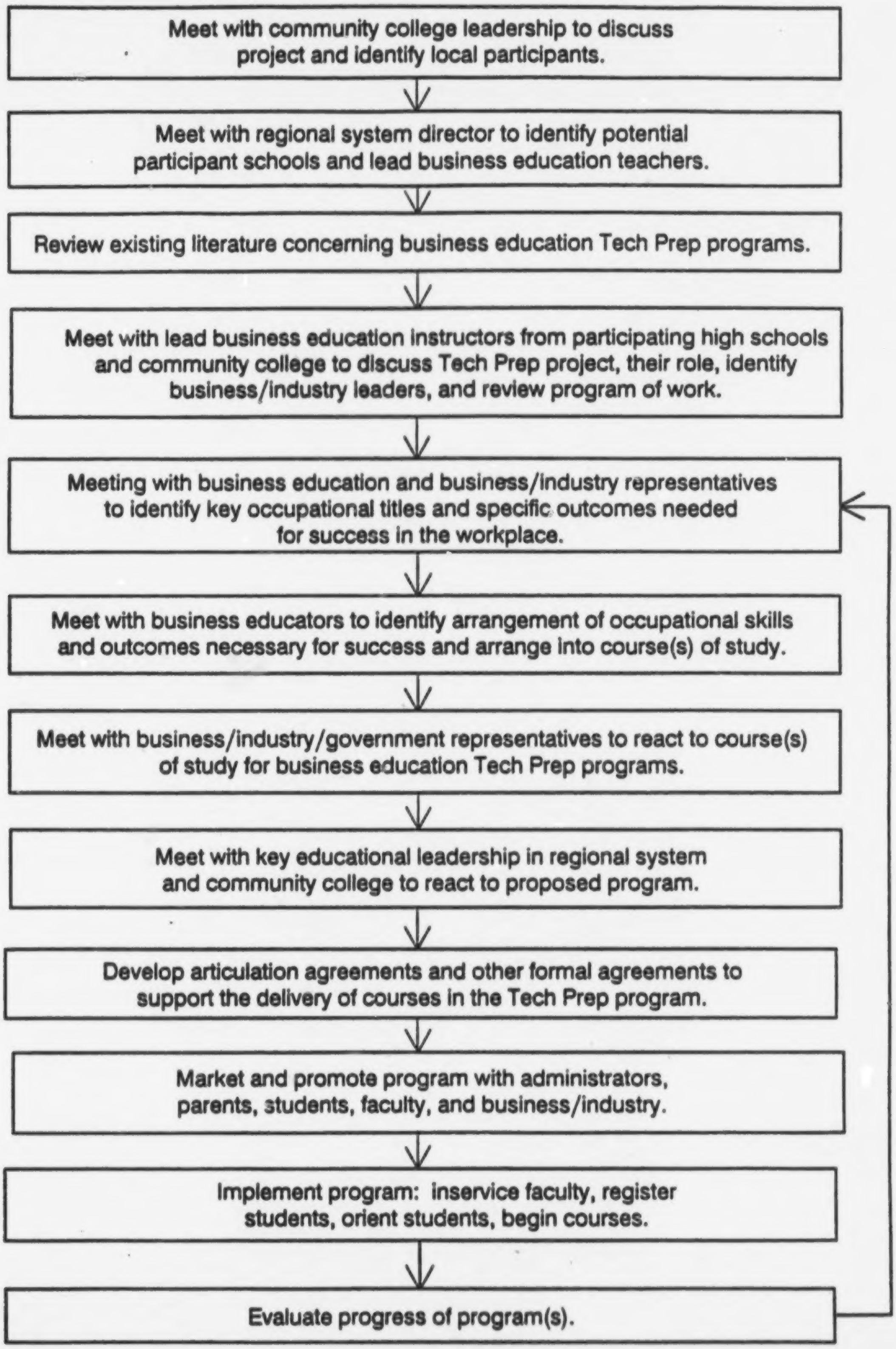
F. Summer Session and Business Education Summer Conference

G. Travel Vouchers

H. Next Meeting

I. Adjournment

BUSINESS EDUCATION TECH PREP PROGRAM DEVELOPMENT PROCESS



Meet with community college leadership to discuss project and identify local participants.

Meet with regional system director to identify potential participant schools and lead business education teachers.

Review existing literature concerning business education Tech Prep programs.

Meet with lead business education instructors from participating high schools and community college to discuss Tech Prep project, their role, identify business/industry leaders, and review program of work.

Meeting with business education and business/industry representatives to identify key occupational titles and specific outcomes needed for success in the workplace.

Meet with business educators to identify arrangement of occupational skills and outcomes necessary for success and arrange into course(s) of study.

Meet with business/industry/government representatives to react to course(s) of study for business education Tech Prep programs.

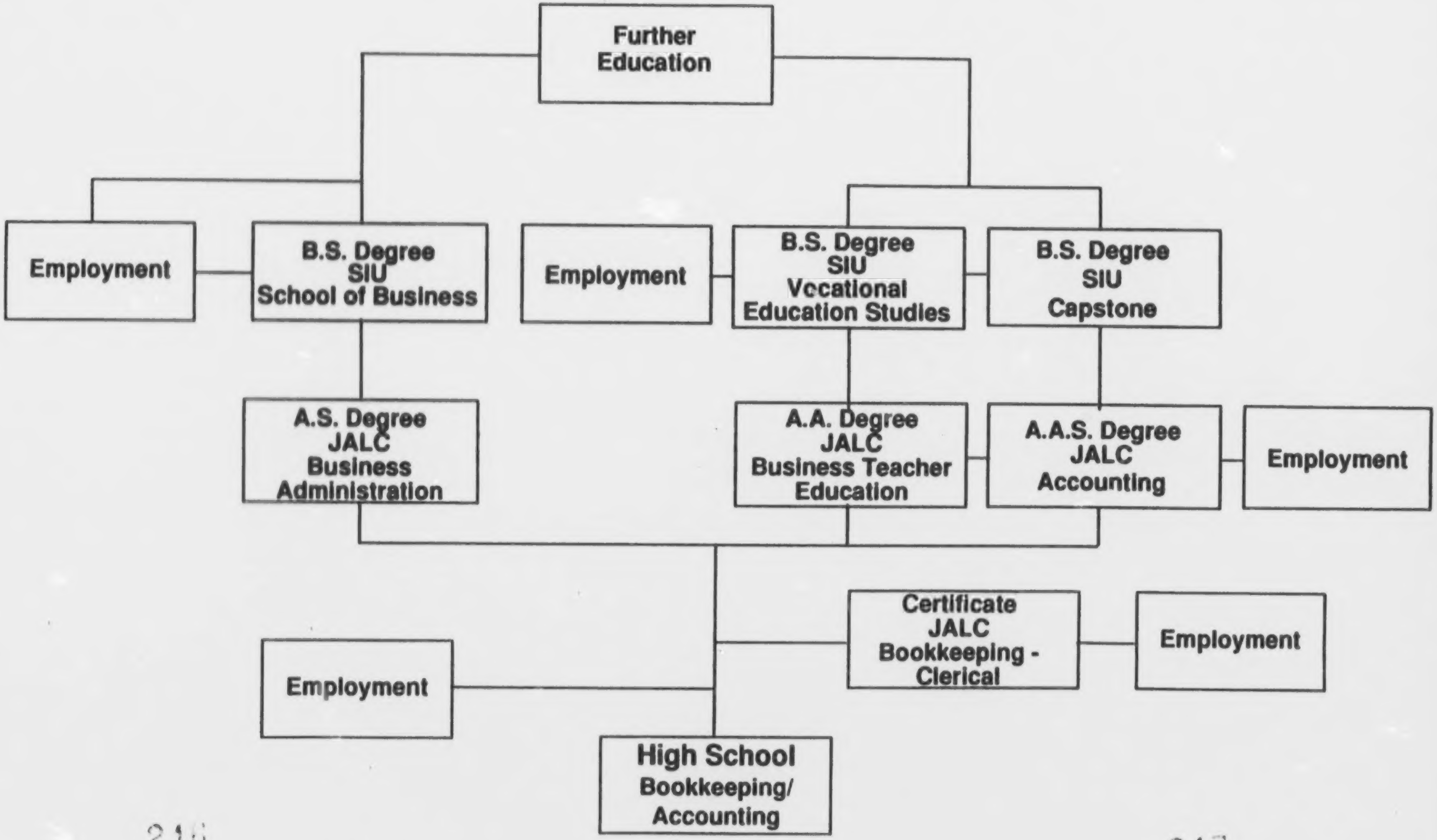
Meet with key educational leadership in regional system and community college to react to proposed program.

Develop articulation agreements and other formal agreements to support the delivery of courses in the Tech Prep program.

Market and promote program with administrators, parents, students, faculty, and business/industry.

Implement program: inservice faculty, register students, orient students, begin courses.

Evaluate progress of program(s).



Further Education

Employment

B.S. Degree
SIU
School of Business

Employment

B.S. Degree
SIU
Vocational
Education Studies

B.S. Degree
SIU
Capstone

A.S. Degree
JALC
Business
Administration

A.A. Degree
JALC
Business Teacher
Education

A.A.S. Degree
JALC
Accounting

Employment

Certificate
JALC
Bookkeeping -
Clerical

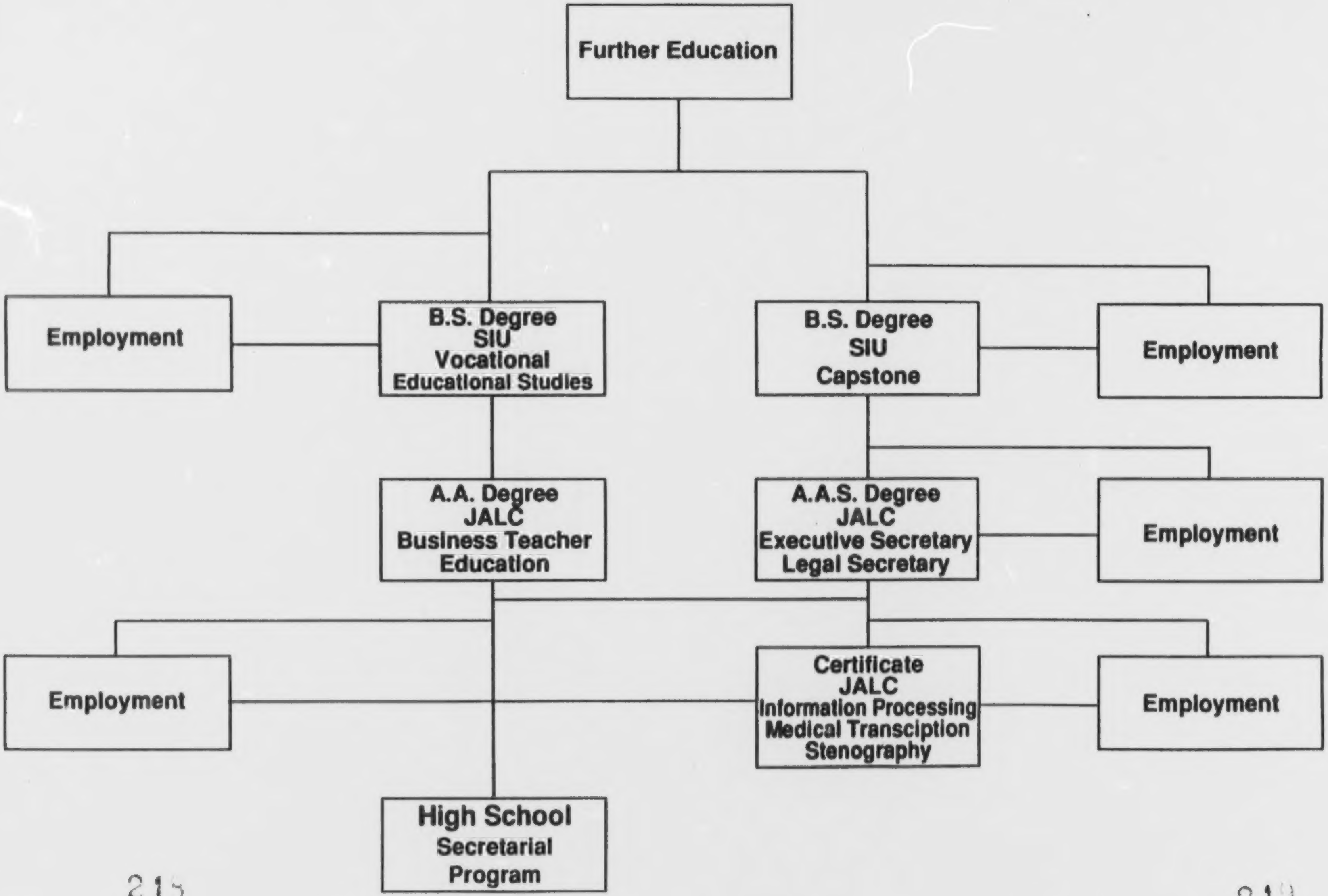
Employment

Employment

High School
Bookkeeping/
Accounting

Recommended High School Courses:

11-29-90



Further Education

Employment

B.S. Degree
SIU
Vocational
Educational Studies

B.S. Degree
SIU
Capstone

Employment

A.A. Degree
JALC
Business Teacher
Education

A.A.S. Degree
JALC
Executive Secretary
Legal Secretary

Employment

Employment

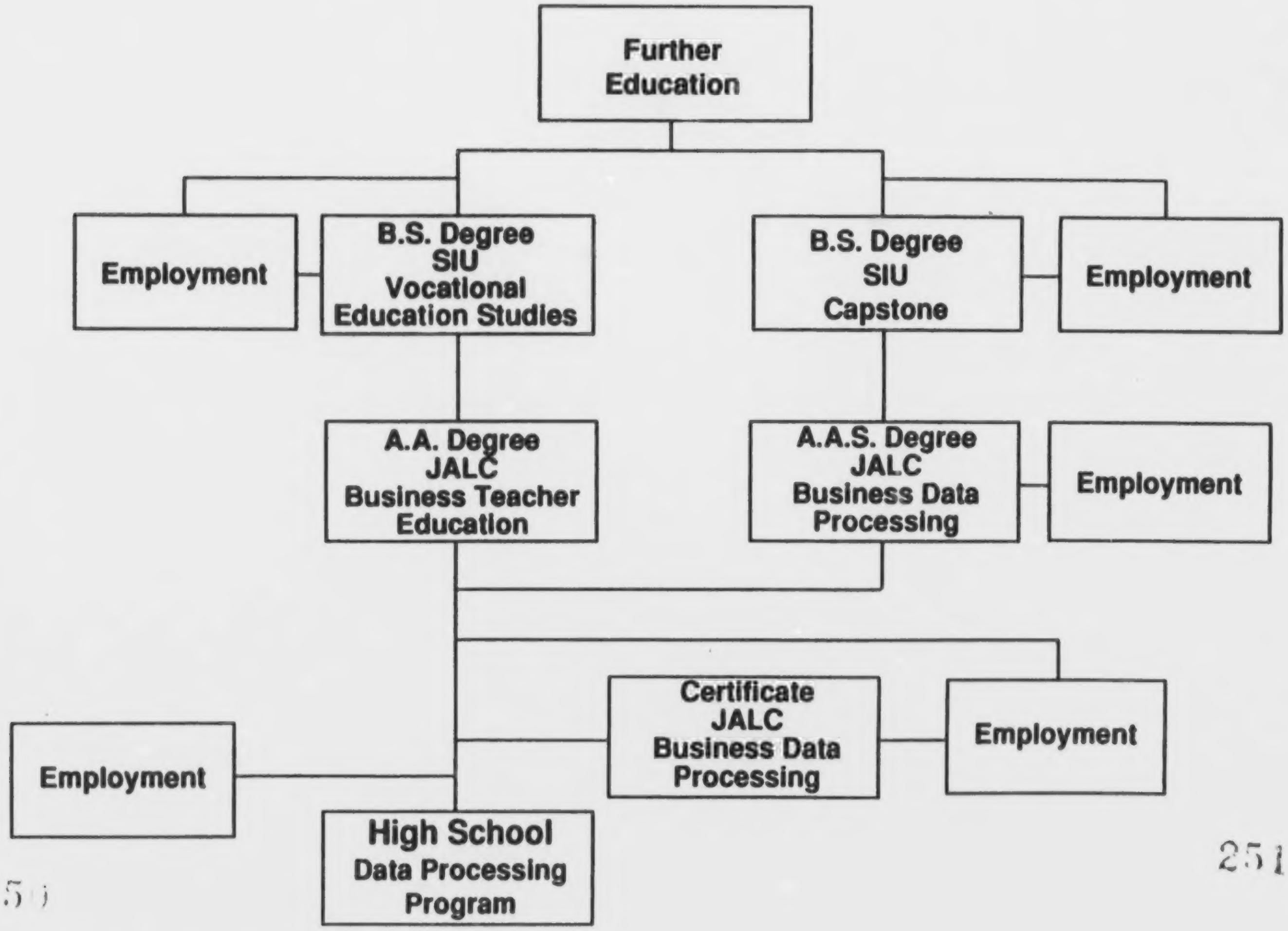
Certificate
JALC
Information Processing
Medical Transciption
Stenography

Employment

High School
Secretarial
Program

Recommended High School Courses:

11-29-90



Further Education

Employment

B.S. Degree SIU Vocational Education Studies

B.S. Degree SIU Capstone

Employment

A.A. Degree JALC Business Teacher Education

A.A.S. Degree JALC Business Data Processing

Employment

Certificate JALC Business Data Processing

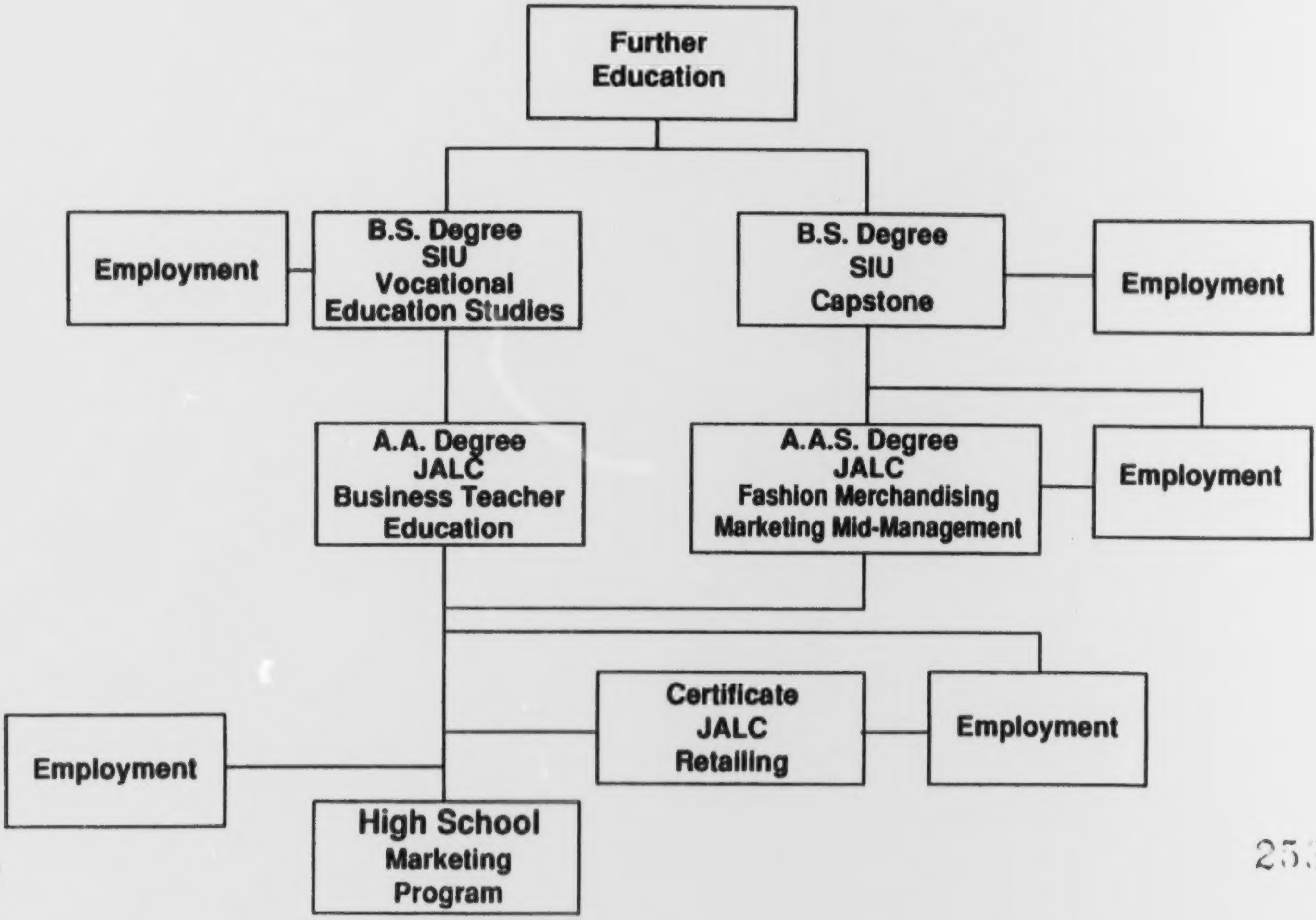
Employment

Employment

High School Data Processing Program

Recommended High School Courses:

11-29-90



Further Education

Employment

B.S. Degree
SIU
Vocational
Education Studies

B.S. Degree
SIU
Capstone

Employment

A.A. Degree
JALC
Business Teacher
Education

A.A.S. Degree
JALC
Fashion Merchandising
Marketing Mid-Management

Employment

Certificate
JALC
Retailing

Employment

Employment

High School
Marketing
Program

Recommended High School Courses:

12-04-90

*Changing needs in workplace... Resultant Educational needs for

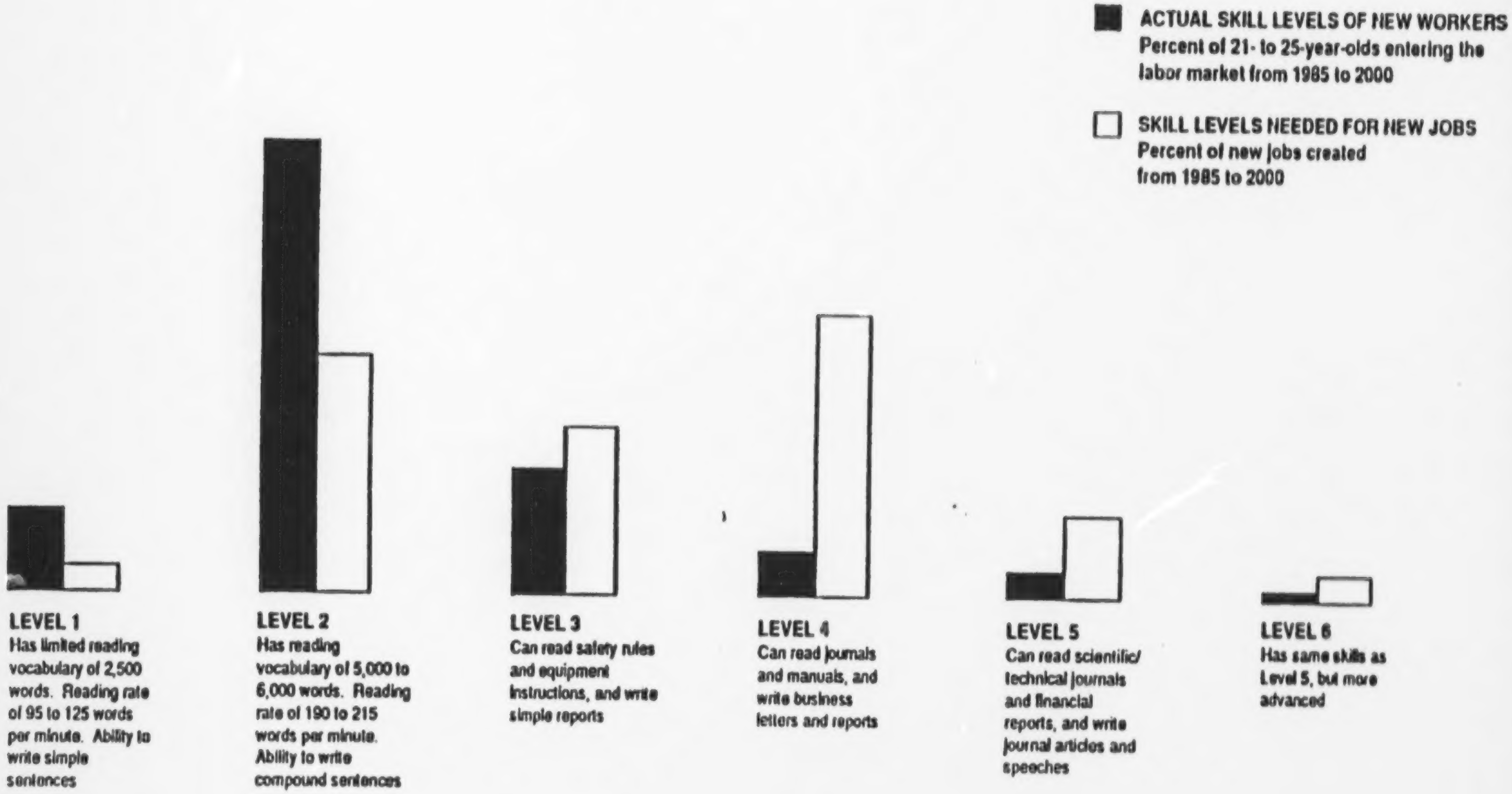
"NEGLECTED MAJORITY"

students

TECH PREP equips students with the skills and competencies necessary to meet employers' expectations not only for entry-level jobs, but also for career advancement. It prepares students with the basis for a lifetime of learning.

TECH PREP requires the partnership of technical and academic educators, education and business, and secondary and postsecondary education. Together we can meet this challenge of preparing our students for the future.

The Looming Mismatch Between Workers and Jobs



BEST COPY AVAILABLE

NAME ______________________________

DEPT. ______________________________

TECH PREP SURVEY

lease fill in the following survey pertaining to the changing job market. If a ıoice is given, circle the correct answer.

In 1900, 85% of the work force was in agriculture; by the year 2000, _____% will be in agriculture. (50% 30% 3%)

Unskilled labor will make up ____% of the work force by the year 2000. (50% 30% 15%)

Skilled labor will be approximately ____% of the work force by the year 2000. (15% 40% 60%)

The information sector will furnish approximately ____% of the jobs by 2000. (15% 30% 45%)

In 1990, there were (10% 40% 50%) fewer bank tellers than 1980; by 2000, there will be (10% 40% 50%) less than 1990. This is the result of ____.

According to industry, today's graduates cannot _ _ _ _ _.

The #1 type of employer in 1990 was ________________________________.

What percent of students finish college? (30% 42% 57%)

What do you think industry is looking for in their employees? (List 4)

______________________________ ______________________________

______________________________ ______________________________

Define perestroika ____

Define glastnost ____

What is zero based defect? ______________________________________

Mechanical skills are not being developed today. Agree Disagree

Today's job market no longer needs college graduates. Agree Disagree

Job skills should include reasoning. Agree Disagree

Assembly line work is still a viable option for the unskilled laborer. Agree Disagree

Academic classes should include job skills. Agree Disagree

Vocational teachers should include the teaching of basic skills in their curriculum. Agree Disagree

What is tech prep?

Give suggestions on what should be implemented in other classes to help your students be better educated.

NAME ____________________

DEPT. ____________________

TECH PREP SURVEY

Please fill in the following survey pertaining to the changing job market. If a choice is given, circle the correct answer.

1. In 1900, 85% of the work force was in agriculture; by the year 2000, ____% will be in agriculture. (50% 30% [✓ 3%])
2. Unskilled labor will make up ___% of the work force by the year 2000. (50% 30% [✓ 15%]) 1950-73% 1989-18%
3. Skilled labor will be approximately ___% of the work force by the year 2000. (15% [✓ 40%] 60%) Serv. - 44% 1989-36% -2000
4. The information sector will furnish approximately ___% of the jobs by 2000. (15% 30% [✓ 45%])
5. In 1990, there were (10% [✓ 40%] 50%) fewer bank tellers than 1980; by 2000, there will be (10% [✓ 40%] 50%) less than 1990. This is the result of technology.
6. According to industry, today's graduates cannot think.
7. The #1 type of employer in 1990 was fast food. 2000 - not in top 10
8. What percent of students finish college? (30% [✓ 42%] 57%)
9. What do you think industry is looking for in their employees? (List 4)
   - Motivation
   - Work ethic
   - Technical Skills
   - understanding of econ-profits, prod.
10. Define perestroika restructuring the economy
11. Define glasnost (a new) beginning
12. What is zero based defect? No errors
13. Mechanical skills are not being developed today. [✓ Agree] Disagree
14. Today's job market no longer needs college graduates. [✓ Agree] Disagree
15. Job skills should include reasoning. [✓ Agree] Disagree
16. Assembly line work is still a viable option for the unskilled laborer. Agree [✓ Disagree]
17. Academic classes should include job skills. [✓ Agree] Disagree
18. Vocational teachers should include the teaching of basic skills in their curriculum. [✓ Agree] Disagree
19. What is tech prep?
20. Give suggestions on what should be implemented in other classes to help your students be better educated.

O. INDUSTRY STANDARDS FOR TWO TECH PREP PROGRAMS IN BUSINESS

PARKLAND COMMUNITY COLLEGE
INFORMATION SYSTEMS

ACC 101	Accounting Principles I
ACC 102	Accounting Principles II
BUS 101	Introduction to Business
BUS 150	Cooperative Education Business Work Experience
BUS 204	Legal Environment of Business
BUS 245	Business Communications
BUS 250	Cooperative Education Business Work Experience I
BUS 254	Records Management
OFC 152	Machine Transcription I
OFC 153	Machine Transcription II
OFC 155	Microcomputer Integrated Software
OFC 270	Electronic Office Procedures
PSY 101	Introduction to Psychology
SPE 101	Introductory Speech Communication
SPE 205	Business and Professional Speaking
RE	Reinforced in all career oriented electives and work experience programs
OCE	Any Office Career Elective includes:

OFC 152	Machine Transcription I
OFC 153	Machine Transcription II
OFC 155	Microcomputer Integrated Software
OFC 159	Information Processing Applications
OFC 170	Office Careers Orientation
OFC 190	Info. Processing Concepts & Applications
OFC 191	Microcomputer Word Processing
OFC 195	Introduction to Desktop Publishing
OFC 270	Electronic Office Procedures

Any WP Course - Any Word Processing Course
includes:

OFC 155	Microcomputer Integrated Software
OFC 190	Info. Processing Concepts & Applications
OFC 191	Microcomputer Word Processing
OFC 195	Introduction to Desktop Publishing

CHAMPAIGN HIGH SCHOOL
INFORMATION SYSTEMS

374	Keyboarding I
375	Keyboarding II
376	Word Processing
379	Electronic Office
478	Entrepreneurship
575	Business Computer Applications
671	Office Occupations

INFORMATION SYSTEMS MANAGEMENT JOB DESCRIPTION

Supervision

Allocate work
Communicate and clarify instructions
Communicate workers performance -- reward or punish
Conduct employee benefit and insurance programs
Coordinate and direct office activities
Delegate authority
Develop and implement cost reduction techniques
Evaluate work of employees
Identify and solve problems
Understand basic concepts in all areas of business
Understand labor-management contracts and government legislation

Managing People and Resources

Allocate and determine use of building space
Create and maintain a secure and safe work area
Design and implement performance standards
Develop and implement cost reduction techniques
Establish office policies
Handle incoming and outgoing mail
Hire employees -- recruiting, interviewing, selecting
Identify and solve problems
Implement office layout design procedures
Keep accurate, up to date, and orderly records
Maintain financial records nonfinancial records
Manage workflow
Plan and conduct conferences, meetings, and training programs
Prepare budgets and payroll
Set goals and meet them
Understand basic concepts in all areas of business
Understand labor-management contracts and government legislation

Technical

Complete correspondence
Edit materials
Identify and solve problems
Keep accurate, up to date, and orderly records
Key reports, letters, and memoranda according to accepted style
Maintain financial records nonfinancial records
Make travel arrangements
Manage workflow
Operate office equipment
Operate personal computers (word processing, spreadsheet, data base management, communications, and graphics)
Perform retention, protection, retrieval, transfer and disposal of information/records
Prepare budgets and payroll
Process, print and reproduce information
Research a subject
Schedule appointments
Set goals and meet them
Take and transcribe dictation

URBANA HIGH SCHOOL
INFORMATION SYSTEMS

A	Accounting
AE	All English Courses
AB	All Business Courses
AM	All Math Courses
BI	Biology
BL	Business Law
BLS	Basic Life Science
BM	Business Math
BPS	Basic Physical Science
C	Chemistry
CC	Computer Concepts
CS	Computer Science
IPS	Intermediate Physical Science
KB	Keyboarding
MF	Math Fundamentals
O	Office Practice
P	Physics
R	Recordkeeping
SC	Speech Communications
WP	Word Processing
1	English 11-21
3	English 31-41
51	English 51-61
52	English 52-62

PARKLAND COMMUNITY COLLEGE
MARKETING

ACC 117	Accounting and Bookkeeping
BUS 101	Introduction to Business
BUS 205	Principles of Business Law
BUS 245	Business Communications
BUS 250	Cooperative Education Business Work Experience I
DAP 114	Introduction to Microcomputers
ENG 101	Composition I
ENG 102	Composition II
MAT 110	Business Mathematics
MGT 113	Human Relations in Management
MKT 101	Introduction to Marketing
MKT 211	Marketing Management
MKT 213	Principles of Retailing
MKT 214	Promotion
PSY 101	Introduction to Psychology
SPE 205	Business and PRofessional Speaking

CHAMPAIGN HIGH SCHOOL
MARKETING

372	Marketing Practices and Principles
472	Accounting I
473	Sales
478	Entrepreneurship
572	Accounting II
573	Advanced Accounting I
574	Advanced Accounting II

MARKETING JOB DESCRIPTION

Market Planning and Evaluating

Analyze sales statistics
Assess need for advertising
Complete administrative activities, such as expense reports
Conduct market research
Conduct surveys and interview to research market
Determine demand for products and services
Develop market strategy
Develop pricing strategy
Monitor competitors
Monitor current and future consumer trends and preferences
Prepare reports

Sales/Promotion

Analyze sales statistics
Complete administrative activities, such as expense reports
Complete credit and collection procedures
Conduct public relations activities
Develop sales promotion
Develop sales territories and goals
Develop subject matter and presentation of advertising
Help customers with use or resale of products
Identify potential customers
Make follow-up sales visits
Prepare reports
Provide assistance in financing products and services
Resolve problems and complaints
Sell (informed about product)
Train sales representatives
Travel and visit prospective buyers
Understand customer's need and meet needs

Product Related

Complete administrative activities, such as expense reports
Determine inventory requirements
Help customers with use or resale of products
Oversee product development
Prepare reports
Resolve problems and complaints

P. COURSES OF STUDY DEVELOPED FOR SEVERAL TECH PREP PROGRAMS IN BUSINESS FOR PARKLAND COLLEGE AND JOHN A. LOGAN COLLEGE

TECH PREP ASSOCIATE DEGREE PROGRAM IN INFORMATION SYSTEMS FOR PARKLAND COLLEGE

SUBJECT	FIRST YEAR	SECOND YEAR
ENGLISH	English 101 - Composition I 3 English 102 - Composition II 3 Speech 101 - Intro. Speech 3	Business 245 - Bus. Comm. 3 Speech 205 - Bus. & Prof. Speaking 3
MATH	Math Elective 4	
SCIENCE	Science Elective (Lab) 4	
HUMANITIES	Psych 101 - Intro to Psychology 4	Humanities Elective 4 Humanities Elective 3
OTHER	Business 101 - Intro. Bus. 3	Econ 101 - Principles of Econ I 3 Econ 102 - Principles of Econ II 3
TECHNICAL EMPHASIS	Office Careers Electives 6-8	Office Careers Electives 2
RELATED TECHNICAL		Accounting 101 - Acct. Prin. I 3 Accounting 102 - Acct. Prin. II 3 Business 204 - Legal Envir. of Bus. 3
CREDITS	30 - 32	30

TECH PREP ASSOCIATE DEGREE PROGRAM IN INFORMATION SYSTEMS FOR CHAMPAIGN UNIT 4 SCHOOL

SUBJECT	9TH	10TH	11TH	12TH
ENGLISH	Comp - 103 Lit & Lang - 105	Comp - 203 Lit & Lang - 205	Am Lit - 305* Gram & Comp - 309*	Bus&Tch Writ - *,** Spch&Int Pers - *,**
MATH	Applied Math - **	Alegebra I - 334	Geometry - 434 or Tech Math - 731 & 2	Geometry - 434 or Inter Alegbra - 534
SCIENCE	Biology - 442 or Life Sci - 441*** or Env Sci - 443***	Biology 442 or Chemistry - 545	Chemistry 545	
HUMANITIES	Am Gov - 455 Am Gov - 456	US Hist - 652 US Hist - 653	World Stud - 605 *	
PHYSICAL EDUCATION, HEALTH AND OTHER	Fresh PE - 393*	Soph PE - 394 1/4 PE/Health 298 1/4	PE - 395 or 396* Consumer Ed*	PE - 395 or 396*
TECHNICAL EMPHASIS REQUIRED	Keyboard I - 374*,+ Keyboarding II - 375	Word Proc I - 376* Bus Comp Ap - 575*	Electronic Off - 379	Office Occ - 671* Office Occ - 671*
SUGGESTED ELECTIVES		Recordkeep I - 377* Speed Writ - 471*	Recordkeep II - 378* Accounting I - 472*	Office Occ - 671* Office Occ - 671*
CREDITS	6 - 6 1/2	5	5 1/2 - 6 1/2	6

+ = proficiency
* = one semester course
** = suggested for development
*** = not lab science course, will not fulfill college admission criteria

TECH PREP ASSOCIATE DEGREE PROGRAM IN INFORMATION SYSTEMS FOR URBANA HIGH SCHOOL

SUBJECT	9TH	10TH	11TH	12TH
ENGLISH	English 11-21 or English 12-22	English 31-41 or English 32-42	English 51-61 or English 52-62	English 72-82 Bus Eng & Com*,**
MATH	Applied Math ** (pre-alg & gen math)	Algebra Fundamentals or Algebra 1a	Algebra 1a or Geometry 1-2	Geometry 1-2 or Enriched Algebra 1-2
SCIENCE	Basic Life Science	Biology		
HUMANITIES	Reading *+	World History Reading *+	US History Amer Govt/Cons Ed *	Basic Speech I
OTHER	PE 9*	PE 10* Health*	PE 11-12 * Driv Ed*	PE 11-12*
TECHNICAL EMPHASIS REQUIRED	Keyboard I* Keyboarding II*	Word Proc I* Word Proc II*	Office Occ* Speed Writ I*	Cooperative Ed
SUGGESTED ELECTIVES	Comp Concepts* Bus Com*,**	Recordkeeping*	Accounting	Cooperative Ed
CREDITS	6 - 6 1/2	6 - 7	5 1/2 - 6 1/2	5

* = one semester course
** = suggested for development
*+ = must meet district reading standards

BEST COPY AVAILABLE

TECH PREP ASSOCIATE DEGREE PROGRAM IN MARKETING MANAGEMENT FOR PARKLAND COLLEGE

SUBJECT	FIRST YEAR	SECOND YEAR
ENGLISH	English 101 - Composition I 3 English 102 - Composition II 3	Business 245 - Bus. Comm. 3 or Speech 205 - Bus. & Prof. Speaking 3
MATH	Mathematics 110 - Business Math 3	
SCIENCE		4 hrs from Biology, Chemistry or Physics
SOCIAL SCIENCE	Econ 101 - Principles of Econ I 3 Sociology 101 - Intro. to Sociology 3	Econ 102 - Principles of Econ II 3 Psych 101 - Intro to Psychology 4
TECHNICAL EMPHASIS REQUIRED	Marketing 101 - Intro to Marketing 3 Management 113 - HR in Management 3 Business 155 - Salesmanship 4 DAP 114 - Intro to Micro Computers 3	Business 205 - Business Law 3 Marketing 211 - Marketing Management 3 Marketing 214 - Promotion 3 Business 250 - Internship 4
ELECTIVES OF RELATED TECHNICAL	Accounting 117 - Acct. & Book Keeping 3 Business 101 - Intro. to Bus. 3	Marketing 213 - Princ. of Retailing 3
CREDITS	34	30
TOTAL	64 hours	

TECH PREP ASSOCIATE DEGREE PROGRAM
IN MARKETING MANAGEMENT
FOR CHAMPAIGN UNIT 4 SCHOOL

SUBJECT	9TH	10TH	11TH	12TH
ENGLISH	Comp - 103 Lit & Lang - 105	Comp - 203 Lit & Lang - 205	Am Lit - 305* Gram & Comp - 309*	Bus&Tch Writ - *,** Spch&Int Pers - *,**
MATH	Applied Math - **	Alegebra I - 334	Geometry - 434 or Tech Math - 731 & 2	Geometry - 434 or Inter Alegbra - 534
SCIENCE	Biology - 442 or Life Sci - 441*** or Env Sci - 443***	Biology 442 or Chemistry - 545	Chemistry 545	
HUMANITIES	Am Gov - 455 Am Gov - 456	US Hist - 652 US Hist - 653	World Stud - 605*	
PHYSICAL EDUCATION, HEALTH AND OTHER	Fresh PE - 393*	Soph PE - 394 1/4 PE/Health 298 1/4	PE - 395 or 396* Consumer Ed*	PE - 395 or 396*
TECHNICAL EMPHASIS REQUIRED	Keyboard I - 374*		Marketing - 372* Enterpren - 478*	Retail Merch* Sales - 473*
SUGGESTED ELECTIVES	Bus Comp Ap - 575* Foreign Lang - 326, 327, 328, 329	Recordkeeping - 377* Accounting I - 472*	Bus Law - 475* Economics - 656* Sociology 657	Bus Law - 475* Coop Ed - 673 Psychology - 658*
CREDITS	6 - 6 1/2	5	5 1/2 - 6 1/2	6

* = one semester course
** = suggested for development
*** = not lab science course, will not fulfill college admission criteria

TECH PREP ASSOCIATE DEGREE PROGRAM IN INFORMATION SYSTEMS FOR URBANA HIGH SCHOOL

SUBJECT	9TH	10TH	11TH	12TH
ENGLISH	English 11-21 or English 12-22	English 31-41 or English 32-42	English 51-61 or English 52-62	English 72-82 Bus Eng & Com*,**
MATH	Applied Math ** (pre-alg & gen math)	Algebra Fundamentals or Algebra 1a	Algebra 1a or Geometry 1-2	Geometry 1-2 or Enriched Algebra 1-2
SCIENCE	Basic Life Science	Biology		
HUMANITIES	Reading *+	World History Reading *+	US History Amer Govt/Cons Ed *	Basic Speech I
OTHER	PE 9*	PE 10* Health*	PE 11-12 * Driv Ed*	PE 11-12*
TECHNICAL EMPHASIS REQUIRED	Keyboard I* Keyboarding II*	Word Proc I* Word Proc II*	Office Occ* Speed Writ I*	Cooperative Ed
SUGGESTED ELECTIVES	Comp Concepts* Bus Com*,**	Recordkeeping*	Accounting	Cooperative Ed
CREDITS	6 - 6 1/2	6 - 7	5 1/2 - 6 1/2	5

* = one semester course
** = suggested for development
*+ = must meet district reading standards

AGENDA

TECH PREP--BUSINESS PROGRAMS MEETING

MONDAY, APRIL 22, 1991

SIU PULLIAM HALL 201

A. Progress Review

Integration activities with academic faculty members at each school

Planning activities

B. Compensation arrangements

C. Business Program Sequences Discussion

D. Program Standards

E. Student Selection Guidelines

F. Teacher Certification Changes Needed

G. Business Education Summer Conference

H. Next Meeting

I. Adjournment

JOHNSTON CITY HIGH SCHOOL
APRIL, 1991

1. The Academic/Technical Partnership

To be prepared to succeed in the workplace of the twenty-first century, students will need a strong academic foundation and the ability to apply it. Tech Prep brings academic and technical educators together in a true partnership. These Tech Prep educators eliminate barriers which stand in the way of interdisciplinary cooperation. They are receptive to new teaching methods and design Tech Prep sequences together. For example, a hypothetical Tech Prep sequence might look like the following:

TECH PREP PROGRAM FOR Information Processing

	SECONDARY				POST-SECONDARY	
SUBJECT	9TH	10TH	11TH	12TH	FIRST YEAR	SECOND YEAR
ENGLISH	English I[1]	English II[1] Speech ½	English III[1]	English IV[1]		
MATH	Algebra A[2]	Algebra B[3]	Bus. Math			
SCIENCE	General Science	Biology I	Biology II[4]			
HUMANITIES	World History		American History	Civics ½ Cons. Ed. ½		
OTHER	P.E./Read.	P.E./Health	P.E.	Elective--F. Lang.		
TECHNICAL EMPHASIS	Business & Technology Concepts	Keyboarding I	Adv. Key./ Word Processing	Office Practice(2)		
RELATED TECHNICAL		Computer Concepts ½		Accounting I		
CREDITS	6	6	6	6		

SECONDARY 24 Credits

POST-SECONDARY (AAS)

1-Could be accelerated
2-Could be Alg. I
3-Could be Alg. II
4-Could be Chem. or Physics

Tech Prep Educators also jointly design instructional strategies to strengthen the relationship between academic content and application.

2. The Secondary/Post-Secondary Partnership

Tech Prep provides students with opportunities that maximize experiences at both secondary and post-secondary levels. Tech Prep represents a strong linkage between secondary and post-secondary institutions to provide a smooth transition from one level to the next without duplication of effort. The secondary experience is well articulated to the post-secondary program to provide a solid foundation for advanced technical studies at a post-secondary institution. Articulation also ensures that students can continue when appropriate in a four-year baccalaureate program with minimal loss of credit. Ultimately, Tech Prep prepares students to benefit from a lifetime of learning opportunities.

TECH PREP PROGRAM FOR ACCOUNTING
DU QUOIN HIGH SCHOOL--Ethel Holladay

FRESHMAN YEAR

English I	1
Algebra I	1
Physical Science	1
P.E.&Health	1
World Geography/	.5
World History	.5
Keyb., Typ., & Form.	1
Study Hall or Band/Chorus	

6 Credits

SOPHOMORE YEAR

English II	1
Algebra II	1
Biology	1
P.E.&Health	1
Business&Technology Concepts	1
Computer Concepts & Soft. Applications	.5
Info. Processing	.5
Study Hall or Band/Chorus	

6 Credits

JUNIOR YEAR

English III	1
American History	1
Geometry	1
Accounting I	1
Spanish I	1
Adv. Bio or Chemistry	1
Study Hall or Band/Chorus	

6 Credits

SENIOR YEAR

English IV	1
American Government	.5
Psychology	.5
Accounting II	1
Spanish II	1
Adv. Math or Speech	1
Business Law	.5
Business Management	.5
Study Hall or Band/Chorus	

6 Credits

Du Quoin High School requires 22 credits for graduation.
Business and Technology Concepts fulfills the Consumer Ed requirement.
Junior and Senior students may petition out of P.E.
Students may take 7 classes with permission of counselor and parent.

2. Academic integration activities:

I am team leader for the Jackson/Perry County Regional Delivery System Tech Prep Team. Five teachers from our school are members of that team (Doris Rottschalk-communications, Bob Colp-math, Yvonne Saur-Science, Gary Brock-Vocational, and Ramona Plumlee-Guidance). We have been to numerous meetings through the year to discuss integration activities. We participated in a reading assessment workshop which provided excellent ideas for the teaching of reading in all subject areas. I am working with Mrs. Mae Hanna, English dept. chair, to develop a team taught unit on report writing/word processing. Our school gives math credit for my accounting classes, so the math instructors (Bob Dawe, Paul Miller, Jerry Whittington, and Bob Colp) have all received a list of the math competencies I teach in those classes.

MARION HIGH SCHOOL

MARKETING/MANAGEMENT EMPHASIS

	9th	**10th**	**11th**	**12th**
ENGLISH	English I	English II	English III	English IV
MATH	Algebra I	Algebra II/ Geometry	Algebra III/ Geometry/Trig.	
SCIENCE	Physical Science		Biology I	App. Tech./ Physics/ Chemistry
HUMANITIES		Global Studies	American History	Sociology/ Psychology
OTHER	P.E./Health	P.E. Safety	P.E.	P.E. Gov't/Con.Ed.
MAJOR	Business Concepts	Computer I	Computer Programming Accounting I	Prin. Mgt./ Bus. Ownership Accounting II
RELATED	Keyboarding Elective	Oral Comm. Elective		

If a class in Retailing, Business Law, Salesmanship is taught, it could be taken as the 10th grade elective.

24 credits for graduation

RELATED

MODEL FOR OFFICE OCCUPATIONS

SUBJECT AREA	9th	10th	11th	12th	TOTAL CR
ENGLISH	English I	English II	English III	APPLIED COMM.	4
MATHEMATICS	Algebra I	Geometry	APPLIED MATH.		3
SCIENCE	Action Chem. or General Science	Biology			2
HUMANITIES			American History	Geography/C.Events Government/Consumer Ed.	3
OTHER	For. Lang. P.E.	Dr. Ed./Health P.E.	For.Lang. P.E.	P.E.	5
TECHNICAL EMPHASIS	Keyboarding I	Bus. Concepts	Office Practice Office Practice	Accounting Intro.to Tech.	4 2
RELATED TECHNICAL	Intro.to Computer	COMPUTER APPLICATIONS		ADV.COMP.APPLICATIONS	3
CREDITS	6.5	6.5	6.5	6.5	26

NOTES: This plan more than covers Crab Orchard's graduation requirements as well as projected college entrance requirements for 1993. Working with an eight-period day, we do not presently offer enough courses to complete this kind of model. Therefore, those courses which are underlined are suggested courses which I would like to see added to our curriculum.

The gap between the two years of foreign language is the result of state requirements to teach Driver's Ed. to Sophomores. It might be offset by offering two of the one-semester humanities classes to Freshmen and placing the foreign language courses back-to-back in the 11th and 12th grades.

One other change that would have to be made: Keyboarding is not presently offered to 9th graders.

ACCOUNTING PROGRAM

Trico High School

1. Comp I and Lit I (1 Cr.)	1. Comp II and Lit II (1 Cr.)	1. Comp/Lit III (1 Cr.)	1. Ad. Pl. English (1 Cr.)
2. Algebra I (1 Cr.)	2. Algebra II (1 Cr.)	2. Study Hall/Study Hall*	2. Government (1/2 Cr.) Psychology (1/2 Cr.)
3. Health (1/2 Cr.) P.E. (1/8 Cr.)**	3. Driver Ed (1/4 Cr.) Intro. Comp. (1/4 Cr.) Speech (1/2 Cr.)	3. Am. History (1 Cr.)	3. Study Hall/Study Hall*
4. Kybd. T/W, Form. (1 Cr.)	4. French II (1 Cr.)	4. Res. Mgm. (1/2 Cr.) Infor. Proc. (1/2 Cr.)	4. Art (1/2 Cr.) Family Living (1/2 Cr.)
5. LUNCH	5. LUNCH	5. LUNCH	5. LUNCH
6. Intro Lab Science (1 Cr.)	6. PE (2 sem. = 1/4 Cr.)	6. PE (2 sem. = 1/4 Cr.)***	6. PE (2 sem. = 1/4 Cr.)***
7. French I (1 Cr.)	7. Biology (1 Cr.)	7. Accounting I (1 Cr.)	7. Accounting II (1 Cr.)
8. Study Hall/Study Hall*	8. Study Hall/Elective*	8. Off. Mach. (1/2 Cr.)	8. Speedwriting (1 Cr.)

*Students at Trico are encouraged to have a study hall assignment. Our study halls are conducted in a quiet, studious manner conducive to studying.

**The semester student takes Health, only one semester of PE is required by state

***Juniors and Seniors have the option of waiving PE to take an academic class required for college entrance

TRICO HIGH SCHOOL
GENERAL OFFICE PROGRAM
COURSE SELECTIONS

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
1. English (1)	1. English (1)	1. English (1)	1. English (1)
2. Math (1)	2. Math (1)	2. American History (1)	2. Government (1/2)
3. Science (1)	3. Science (1)	3.*Info Process. (1/2)	3. Social Problems (1/2)
4. P.E. (1)	4. Health (1/2)	4.*Off Machines (1/2)	4. Resource Mgt. (1/2)
5.*Keyboarding (1)	5. P.E. or Elective (1/2)	5. Elective (1)	5.*Office Practice (1)
6. Study Hall	6. Intro to Comput. (1/4)	6. Elective (1)	6.*Office Practice Lab (1)
7.	7. Driver's Ed. (1/4)	7. Study Hall	7.*Adv. Info Proc. (1/2)
8.	8.*Adv Keyboarding (1/2)	8.	8. Study Hall
9.	9. Study Hall	9.	9.
Credits = 5	Credits = 5	Credits = 5	Credits = 5

*Business Classes Required for the General Office Program.

Number in parentheses indicates credit.

TOTAL CREDITS REQUIRED FOR HIGH SCHOOL GRADUATION = 20

TRICO HIGH SCHOOL
SECRETARIAL PROGRAM
COURSE SELECTIONS

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
1. English (1)	1. English (1)	1. English (1)	1. English (1)
2. Math (1)	2. Math (1)	2. American History (1)	2. Government (1/2)
3. Science (1)	3. Science (1)	3.*Info. Process. (1/2)	3. Social Problems (1/2)
4. P.E. (1)	4. Health (1/2)	4.*Off. Machines (1/2)	4. Resource Mgt. (1/2)
5.*Keyboarding (1)	5. P.E. or Elective (1/2)	5.*Speedwriting (1)	5.*Office Practice (1)
6. Study Hall	6. Intro to Comput. (1/4)	6. Elective (1)	6.*Office Practice Lab(1)
7.	7. Driver's Ed. (1/4)	7. Study Hall	7.*Adv. Info. Proc. (1/2)
8.	8.*Advanced Keyboard.(1/2)	8.	8. Study Hall
9.	9. Study Hall	9.	9.
Credits = 5	Credits = 5	Credits = 5	Credits = 5

*Business Classes Required for the Secretarial Program.
Number in parentheses indicates credit.

TOTAL CREDITS REQUIRED FOR HIGH SCHOOL GRADUATION = 20

COMPUTER EDUCATION PROGRAM SEQUENCE

CAREER - INFORMATION CENTER MANAGER

Education Required: Two years beyond high school. In some cases, a person who received a lot of computer training in high school would require only one additional year.

Duties:

Deliver new technology
Provide correct hardware and software for the job
Train personnel to use the hardware and software
Be responsible for the upkeep and maintenance of the computer system/network
Provide procedures for backing up data
Select new software
Design new data bases and train in use of them
Design new spreadsheets and train in use of them

Other Possible Careers:

Computer Salesperson
Computer Repairman/Technician
Software Specialist
Information Processing Manager

MINIMUM HIGH SCHOOL COURSE REQUIREMENT FOR ADMISSION TO ILLINOIS PUBLIC UNIVERSITIES

Completion of fifteen units of high school coursework distributed as follows:

Four years of English
Three years of Social Studies
Three years of Mathematics
Three years of Science
Two years of electives chosen from Music, Art, Foreign Language or Vocational Ed.

*See following page for local requirements for graduation from Carbondale High School

CLASS OF 1992-1993-1994-1995

REQUIREMENTS FOR GRADUATION

1. English (3 credits) - Freshman, Sophomore and Junior year.
2. American History - (1 credit) - Junior year.
3. American Government (1 credit) - Senior year
4. Mathematics (2 credits) - Freshman and Sophomore years.
5. Science (1 credit) - Freshman or Sophomore year.
6. Resource Management (Consumer Education - 1/2 credit) - Seniors who carry a full schedule of classes may meet this requirement by taking a I/4 credit minicourse in consumer educacion before school to meet the state requirement. Other courses which meet the consumer education requirement are as follows: Business and Technology Concepts I, Adult Living, Office Occupations, Distributive Occupations, and Vocational Interrelated Coop. A state level Proficiency Test has been developed that, if passed, allows students to waiver consumer education. Specific guidelines and test dates are available in the Guidance Office.
7. Communications (1/2 credit) - Strongly recommended in Freshman year. The communication course requirement may be met by taking one of the following semester courses: Oral Communications, Public Speaking and Beginning Acting (Theater I). If four years of English are taken, the communications requirement is optional.
8. Health (1/2 credit, one semester) - Freshman year.
9. Physical Education (6 semesters, 3 credits) - One semester of P.E. must be passed in the freshman year, one semester in the sophomore year and two semesters in both the junior and senior years. P.E. waiver guidelines for junior and senior students are available in the Guidance Office.
10. Music, Art, Foreign Language, Business, Home Economics, Trade and Industrial or Vocational Education (1 credit required, may be chosen from these areas).

11. A minimum of seventeen (17) credits are required, plus credit for each required semester of physical education.
12. Students who score below the 30th%ile on the CTBS test, given in the 8th grade, are required to take a reading class for one full year at the 9th grade level. In addition, students taking Level 3 English will continue to be enrolled in reading their sophomore and junior years.

Credit Policy

1. A full year course equals one credit if the student earns a passing grade; a semester course equals 1/2 credit if the student earns a passing grade.
2. All credits earned in a school approved by an appropriate state agency or accrediting agency will be accepted for transfer. All credits earned in other schools and submitted for transfer shall be subject to administrative review and approval. No college class will be accepted for high school credit unless preapproved through the Guidance Office.
3. A student must be in attendance his/her last semester prior to graduation from CCHS.
4. Students will not be allowed to take more than one class per day where they receive no credit (study hall, lab assistant, etc.)

College or University Entrance Requirements

Students are responsible for meeting the requirements of colleges and universities that they may wish to attend. The Guidance Office has available resource books with this information, and colleges provide catalogs with more complete requirements. Students should request catalogs from colleges they are interested in possibly attending.

COMPUTER EDUCATION PROGRAM SEQUENCE

INFORMATION CENTER MANAGER

Freshman Year	Sophomore Year	Junior Year	Senior Year
1. English 1	1. English 2	1. English 3	1. American Government
2. Math	2. Math	2. American History	2. Physics
3. Health/P.E.	3. P.E./Driver Ed	3. P.E.	3. P.E.
4. Keyboarding (full year)	4. Lunch	4. Lunch	4. Lunch
5. Lunch	5. ~~Biology~~ foreign lang	5. Biology 2	5. English 4
6. Science	6. Computer Concepts/ Computer Operations and Programming	6. Accounting	6. Computer Applications in Business/ Programming Projects
7. Foreign Language	7. Business Tech I-II	7. Math	7. Math

Courses	Yrs
English	4
Math	4
Science	4
Business	3
Computer Ed	2

Minimum High School Course Requirements for Admission to Illinois Public Universities

Governor James R. Thompson signed into law Public Act 86-0954, which amends the statutes of each public university governing board and defines minimum high school course requirements for admission to Illinois universities. The new admission requirements are to be implemented in the fall of 1993. The first group of students affected by the requirements are currently in high school. Soon these students will be selecting courses for next year. It is, therefore, important that high school counselors and students have appropriate information about admission requirements as soon as possible.

*For admission to public universities the law requires students to complete at least fifteen units of high school coursework distributed as follows:

Four Years of English (emphasizing written and oral communication and literature).

Three years of Social Studies (emphasizing history and government).

Three years of Mathematics (introductory through advanced Algebra, Geometry, Trigonometry or fundamentals of computer programming).

Three years of Science (Laboratory sciences).

Two years of electives chosen from Music, Art, Foreign Language (which shall be deemed to include up to one year of American Sign Language PA 86-0623) or Vocational Education.

*The law permits students to redistribute up to three of the 15 units among the subject areas. No more than on unit each (for a total of three) from the categories of social studies, mathematics, science, and electives may be redistributed to any of the five categories of coursework.

*The law permits universities to admit applicants who do not meet the new university admission requirements. Universities may admit 1) students who can demonstrate knowledge and skills substantially equivalent to those expected of students who completed a college-preparatory curriculum in high school; 2) applicants who did not have a chance to complete a college-preparatory curriculum in high school; and 3) educationally disadvantaged applicants. For the latter two groups, institutions are required to incorporate in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies.

*In addition to high school courses taken by an applicant, universities will continue to use other information (such as entrance examination scores, high school rank, or high school grade point average) in making admission decisions.

*The new law does not specifically address admission requirements at community colleges. The community college statute requires, however, that "Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs" (Ill. Rev. Stat. 1987, ch. 122, par. 103-107). Therefore, community colleges will need to develop high school course requirements for admission to baccalaureate transfer programs that are similar to those adopted by public universities within the framework of the Act. The law will not affect admission to adult basic and secondary education programs, remedial programs or occupational and vocational degree and certificate programs offered by community colleges.

JOHN A. LOGAN COMMUNITY COLLEGE

BUSINESS DATA PROCESSING

Degree Program

Students who successfully complete this program will have the skills and knowledge necessary for performing normal office managerial responsibilities. Graduates will be able to implement modern business practices into the small business and industrial environment. They will be skilled in the following: analyzing business problems, aiding in the selection of data and/or word processing equipment necessary to solve problems, programming equipment, and operating equipment. Students completing the two-year curriculum will earn an Associate in Applied Science degree.

Typing 116 or one year of high school typewriting is a prerequisite for entry into the program.

First Year - Fall Semester

DPR 101 Introduction to Data Processing	3
DPR 102 Beginning BASIC	3
ACC 101 Accounting I	4
ENG 101 English	3
BUS 111 Business Mathematics	3
	16

First Year - Spring Semester

DPR 104 Spreadsheet Design	3
DPR 201 COBOL I	3
PSC 132 Psychology	3
ACC 102 Accounting II	4
BUS 110 Introduction to Business	3
	16

Second Year - Fall Semester

DPR 202 Advanced COBOL II	4
DPR 103 Systems	3
DPR 120 Database Management	3
SPE 115 Speech	3
BUS 138 Business Seminar	1
Business Electives	3
	17

Second Year - Spring Semester

DPR 215 Advanced Programming Project	3
DPR 220 Advanced Computer Applications	3
PSC 131 American Government	4
Business Electives	3

BUSINESS DATA PROCESSING

Certificate Program

Students who successfully complete this program will have the skills and knowledge necessary to maintain an existing small business automated system. They will be able to perform the duties necessary to enter, store, retrieve, transfer, update, and maintain data and data files. They will possess the required technical knowledge to ensure the proper care of equipment and software. Students who complete this one-year program will receive a certificate of achievement.

Typing 116 or one year of high school typewriting is a prerequisite for entry into the program.

Fall Semester

DPR 101 Introduction to Data Processing	3
TYP 117 Intermediate Typing	3
ACC 100 Business Accounting	3
DPR 120 Data Base Management	3
BUS 138 Business Seminar	1
BUS 111 Business Mathematics	3
	16

Spring Semester

DPR 104 Spreadsheet Design	3
PSC 128 Human Relations	2
DPR 205 Word Processing	3
BUS 237 Office Procedures	3
ACC 105 Payroll Accounting	2
Business Elective	3
	16

PLANNING YOUR FOUR YEAR HIGH SCHOOL PROGRAM

Class of 1992-1993-1994-1995

FRESHMAN

1. English 1
2. Health/P.E.
3. Math________ ________
4. *Elective______________
5. Elective______________
6. Elective______________

Before/After
School______________

Summer School______________

Credits______________

SOPHOMORE

1. English 2
2. P.E./Driver Education
3. Math______________
4. Elective______________
5. Elective______________
6. Elective______________

Before/After
School______________

Summer School______________

Credits______________

*Keyboarding is strongly recommended.

JUNIOR

1. English 3
2. American History
3. P.E.
4. Elective______________
5. Elective______________
6. Elective______________

Before/After
School______________

Summer School______________

Credits______________

SENIOR

1. American Government
2. **Consumer Ed./Elective
____
3. P.E.
4. ***Elective______________
5. Elective______________
6. Elective______________

Before/After
School______________

Summer School______________

Credits______________

TOTAL CREDITS FOR FOUR YEARS____________

*Keyboarding is strongly recommended.

**See Graduations Requirement #6 for additional information

***English 4 if communication requirement #7 is not met in prior year.

Please refer to Requirements for Graduation for credit and course requirements.

TECH PREP PROGRAM FOR ACCOUNTING
DU QUOIN HIGH SCHOOL--Ethel Holladay

FRESHMAN YEAR

English I	1
Algebra I	1
Physical Science	1
P.E.&Health	1
World Geography/	.5
World History	.5
Keyb., Typ., & Form.	1
Study Hall or Band/Chorus	

6 Credits

SOPHOMORE YEAR

English II	1
Algebra II	1
Biology	1
P.E.&Health	1
Business&Technology Concepts	1
Computer Concepts & Soft. Applications	.5
Info. Processing	.5
Study Hall or Band/Chorus	

6 Credits

JUNIOR YEAR

English III	1
American History	1
Geometry	1
Accounting I	1
Spanish I	1
Adv. Bio or Chemistry	1
Study Hall or Band/Chorus	

6 Credits

SENIOR YEAR

English IV	1
American Government	.5
Psychology	.5
Accounting II	1
Spanish II	1
Adv. Math or Speech	1
Business Law	.5
Business Management	.5
Study Hall or Band/Chorus	

6 Credits

Du Quoin High School requires 22 credits for graduation.
Business and Technology Concepts fulfills the Consumer Ed requirement.
Junior and Senior students may petition out of P.E.
Students may take 7 classes with permission of counselor and parent.

2. Academic integration activities:

I am team leader for the Jackson/Perry County Regional Delivery System Tech Prep Team. Five teachers from our school are members of that team (Doris Rottschalk-communications, Bob Colp-math, Yvonne Saur-Science, Gary Brock-Vocational, and Ramona Plumlee-Guidance). We have been to numerous meetings through the year to discuss integration activities. We participated in a reading assessment workshop which provided excellent ideas for the teaching of reading in all subject areas. I am working with Mrs. Mae Hanna, English dept. chair, to develop a team taught unit on report writing/word processing. Our school gives math credit for my accounting classes, so the math instructors (Bob Dawe, Paul Miller, Jerry Whittington, and Bob Colp) have all received a list of the math competencies I teach in those classes.

JOHNSTON CITY HIGH SCHOOL
APRIL, 1991

1. The Academic/Technical Partnership

To be prepared to succeed in the workplace of the twenty-first century, students will need a strong academic foundation and the ability to apply it. Tech Prep brings academic and technical educators together in a true partnership. These Tech Prep educators eliminate barriers which stand in the way of interdisciplinary cooperation. They are receptive to new teaching methods and design Tech Prep sequences together. For example, a hypothetical Tech Prep sequence might look like the following:

TECH PREP PROGRAM FOR Information Processing

	SECONDARY				POST-SECONDARY	
SUBJECT	9TH	10TH	11TH	12TH	FIRST YEAR	SECOND YEAR
ENGLISH	English I[1]	English II[1] Speech ½	English III[1]	English IV[1]		
MATH	Algebra A[2]	Algebra B[3]	Bus. Math			
SCIENCE	General Science	Biology I	Biology II[4]			
HUMANITIES	World History		American History	Civics ½ Cons. Ed. ½		
OTHER	P.E./Read.	P.E./Health	P.E.	Elective--F. Lang.		
TECHNICAL EMPHASIS	Business & Technology Concepts	Keyboarding I.	Adv. Key./ Word Processing	Office Practice(2)		
RELATED TECHNICAL		Computer Concepts ½		Accounting I		
CREDITS	6	6	6	6		

SECONDARY 24 Credits **POST-SECONDARY (AAS)**

1-Could be accelerated
2-Could be Alg. I
3-Could be Alg. II
4-Could be Chem. or Physics

Tech Prep Educators also jointly design instructional strategies to strengthen the relationship between academic content and application.

2. The Secondary/Post-Secondary Partnership

Tech Prep provides students with opportunities that maximize experiences at both secondary and post-secondary levels. Tech Prep represents a strong linkage between secondary and post-secondary institutions to provide a smooth transition from one level to the next without duplication of effort. The secondary experience is well articulated to the post-secondary program to provide a solid foundation for advanced technical studies at a post-secondary institution. Articulation also ensures that students can continue when appropriate in a four-year baccalaureate program with minimal loss of credit. Ultimately, Tech Prep prepares students to benefit from a lifetime of learning opportunities.

ACCOUNTING PROGRAM

Trico High School

1. Comp I and Lit I (1 Cr.)	1. Comp II and Lit II (1 Cr.)	1. Comp/Lit III (1 Cr.)	1. Ad. Pl. English (1 Cr.)
2. Algebra I (1 Cr.)	2. Algebra II (1 Cr.)	2. Study Hall/Study Hall*	2. Government (1/2 Cr.) Psychology (1/2 Cr.)
3. Health (1/2 Cr.) P.E. (1/8 Cr.)**	3. Driver Ed (1/4 Cr.) Intro. Comp. (1/4 Cr.) Speech (1/2 Cr.)	3. Am. History (1 Cr.)	3. Study Hall/Study Hall*
4. Kybd. T/W. Form. (1 Cr.)	4. French II (1 Cr.)	4. Res. Mgm. (1/2 Cr.) Infor. Proc. (1/2 Cr.)	4. Art (1/2 Cr.) Family Living (1/2 Cr.)
5. LUNCH	5. LUNCH	5. LUNCH	5. LUNCH
6. Intro Lab Science (1 Cr.)	6. PE (2 sem. = 1/4 Cr.)	6. PE (2 sem. = 1/4 Cr.)***	6. PE (2 sem. = 1/4 Cr.)***
7. French I (1 Cr.)	7. Biology (1 Cr.)	7. Accounting I (1 Cr.)	7. Accounting II (1 Cr.)
8. Study Hall/Study Hall*	8. Study Hall/Elective*	8. Off. Mach. (1/2 Cr.)	8. Speedwriting (1 Cr.)

*Students at Trico are encouraged to have a study hall assignment. Our study halls are conducted in a quiet, studious manner conducive to studying.

**The semester student takes Health, only one semester of PE is required by state

***Juniors and Seniors have the option of waiving PE to take an academic class required for college entrance

TRICO HIGH SCHOOL
SECRETARIAL PROGRAM
COURSE SELECTIONS

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
1. English (1)	1. English (1)	1. English (1)	1. English (1)
2. Math (1)	2. Math (1)	2. American History (1)	2. Government (1/2)
3. Science (1)	3. Science (1)	3.*Info. Process. (1/2)	3. Social Problems (1/2)
4. P.E. (1)	4. Health (1/2)	4.*Off. Machines (1/2)	4. Resource Mgt. (1/2)
5.*Keyboarding (1)	5. P.E. or Elective (1/2)	5.*Speedwriting (1)	5.*Office Practice (1)
6. Study Hall	6. Intro to Comput. (1/4)	6. Elective (1)	6.*Office Practice Lab(1)
7.	7. Driver's Ed. (1/4)	7. Study Hall	7.*Adv. Info. Proc. (1/2)
8.	8.*Advanced Keyboard.(1/2)	8.	8. Study Hall
9.	9. Study Hall	9.	9.
Credits = 5	Credits = 5	Credits = 5	Credits = 5

*Business Classes Required for the Secretarial Program.
Number in parentheses indicates credit.

TOTAL CREDITS REQUIRED FOR HIGH SCHOOL GRADUATION = 20

MARION HIGH SCHOOL

MARKETING/MANAGEMENT EMPHASIS

	9th	10th	11th	12th
ENGLISH	English I	English II	English III	English IV
MATH	Algebra I	Algebra II/ Geometry	Algebra III/ Geometry/Trig.	
SCIENCE	Physical Science		Biology I	App. Tech./ Physics/ Chemistry
HUMANITIES		Global Studies	American History	Sociology/ Psychology
OTHER	P.E./Health	P.E. Safety	P.E.	P.E. Gov't/Con.Ed.
MAJOR	Business Concepts	Computer I	Computer Programming	Prin. Mgt./ Bus. Ownership
			Accounting I	Accounting II
RELATED	Keyboarding	Oral Comm.		
	Elective	Elective		

If a class in Retailing, Business Law, Salesmanship is taught, it could be taken as the 10th grade elective.

24 credits for graduation

MODEL FOR OFFICE OCCUPATIONS

SUBJECT AREA	9th	10th	11th	12th	TOTAL CR
ENGLISH	English I	English II	English III	APPLIED COMM.	4
MATHEMATICS	Algebra I	Geometry	APPLIED MATH.		3
SCIENCE	Action Chem. or General Science	Biology			2
HUMANITIES			American History	Geography/C.Events Government/Consumer Ed.	3
OTHER	For. Lang. P.E.	Dr. Ed./Health P.E.	For.Lang. P.E.	P.E.	5
TECHNICAL EMPHASIS	Keyboarding I	Bus. Concepts	Office Practice	Accounting	4
			Office Practice	Intro.to Tech.	2
RELATED TECHNICAL	Intro.to Computer	COMPUTER APPLICATIONS		ADV.COMP.APPLICATIONS	33
CREDITS	6.5	6.5	6.5	6.5	26

NOTES: This plan more than covers Crab Orchard's graduation requirements as well as projected college entrance requirements for 1993. Working with an eight-period day, we do not presently offer enough courses to complete this kind of model. Therefore, those courses which are underlined are suggested courses which I would like to see added to our curriculum.

The gap between the two years of foreign language is the result of state requirements to teach Driver's Ed. to Sophomores. It might be offset by offering two of the one-semester humanities classes to Freshmen and placing the foreign language courses back-to-back in the 11th and 12th grades.

One other change that would have to be made: Keyboarding is not presently offered to 9th graders.

AGENDA

TECH PREP--BUSINESS PROGRAMS MEETING

Monday, May 5, 1991

A. Announcements

B. Business Advisory Committee

  Program Standards

C. Articulation with CTC Office Systems and Specialties

D. Business Education Summer Conference Participation

E. Teacher Certification Requirements

F. Adjournment

Q. OFFICE CAREERS PROGRAMS ARTICULATION AGREEMENTS BETWEEN CHAMPAIGN-FORD VOCATIONAL SYSTEM AND PARKLAND COLLEGE

OFFICE CAREERS PROGRAMS ARTICULATION

BETWEEN

CHAMPAIGN-FORD SYSTEM

AND

PARKLAND COLLEGE

ARTICULATION AGREEMENT

Proficiency Requirements Listed

OFFICE CAREERS
(Certificates and A.A.S. Degrees)

PARKLAND COLLEGE
and
CHAMPAIGN-FORD COUNTY REGIONAL
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT
TERMS AND CONDITIONS
for the
OFFICE CAREERS PROGRAMS

Based upon the mutual concern for the needs of students pursuing the Office Careers programs and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates unnecessary duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified specialty area, and who are certified as being competent in this subject matter (see attached certification prepared by high school teacher) will be recognized for credits in this specialty area at Parkland College. These credits will apply toward the certificate and/or degree program.

   Refer to section titled "Articulated Courses."

2. Applicants for credit must meet all Parkland College admission requirements and be enrolled/registered students in good standing with Parkland College. Credits will be held in escrow to be applied toward the Office Careers programs at Parkland College. Credits can be applied toward other programs as requested and approved on an individual basis.

3. Should a student intending to receive credit under this agreement fail to make satisfactory progress in the next higher level course, if any, the student may be required to transfer back to a lower level course at the discretion of the Parkland College faculty.

4. This agreement will be in effect for the 1991-1992 academic year and is subject to review and renewal in the month of February each year. Either party in this agreement may withdraw from the agreement given one year's notice.

PARKLAND COLLEGE	**CHAMPAIGN-FORD COUNTY REGIONAL EDUCATION FOR EMPLOYMENT SYSTEM**
Dept. Chair, Information Systems	Planning Grant Director
Date	Date
Vice President for Academic Administration	Chairman, Board of Control
Date	Date

Champaign-Ford County Regional Education for Employment System
and
Parkland College
Articulation Agreement for Credit

Parkland College Program Requirements

General procedures for finalizing credit are as follows:

1. A final official high school transcript must be forwarded directly from the high school to the Parkland College Registrar's Office. The high school transcript must have course enrollment/grades reflected on the transcript.

2. Students may apply for credit in college courses at Parkland College directly related to their high school course work within two years from the date of the completion of that course work.

3. Credit will be finalized and recorded on a student's Parkland College academic record (transcript) only after the successful completion of a minimum 12 semester hours of course work and by meeting requirements of that course's articulation agreement before credit will be officially recorded by the Registrar's Office.

4. Students wishing to receive credit based on high school course work and applied to their career program at Parkland College may receive up to 16 semester hours of credit. Credit will be awarded on an individual basis as approved by the Registrar's Office and the appropriate department.

   Some students may have additional high school course work which meets the credit requirements. In this case, the student will be permitted to take other course work based upon the recommendation of the faculty advisor.

5. Students are responsible for initiating this process to pursue obtaining credit through the Registrar's Office.

6. Students who enroll in directly-related occupational programs after a two-year time lapse (specified in No. 1 above) will have the opportunity to complete appropriate proficiency tests (for a fee) to validate their prior learning, or complete the appropriate college course(s) at Parkland.

7. Included are specific COURSE and PROGRAM Guidelines.

ARTICULATION METHODS

PARKLAND COLLEGE

HIGH SCHOOL VOCATIONAL EDUCATION ARTICULATION ACTIVITIES

Listed below are activities, designed to enhance career education, that Parkland plans to initiate with the high schools and regional vocational delivery systems.

1. Coordinating Vocational Education Curricula

During the 1988-89 academic year, Parkland College career program faculty members assisted high school vocational education teachers in developing a regionalized curriculum for the Champaign-Ford Vocational System. Curriculum components were developed for Agri-Business, Accounting, Automotive Technology, Marketing/Management, Business Information Processing, Child Development, Construction Technology, Electronics, and Graphics.

For the 1989-90 academic year, Parkland College faculty members will continue to work directly with high school teachers and coordinate the vocational education curriculum of the high school with Parkland's. The purpose of this articulation activity is to reduce duplication in coursework and to establish more effective communication, academic advisement, and transition linkages between Parkland and the high schools. For more information, call 351-2236.

2. Career Explorations

Teams composed of Parkland College career program faculty members will visit area high schools to provide students with information regarding potential employment and training opportunities available to them after graduation from high school. For more information, call 351-2236.

3. Speakers Bureau - Career Explorations

Faculty and staff members from Parkland College are available to visit classrooms of local high schools to speak on a wide range of topics related to career planning. For more information, call 351-2508.

4. Career Connection

The Career Connection is a large job fair open to both community college and high school students. Job openings and career planning are both emphasized at this event. For more information, call 351-2412.

5. In-Service Training

Parkland College career program faculty members will develop and present workshops/seminars to high school vocational education teachers for in-service training. Activities related to high technology will be emphasized. The topics selected for in-service training came from the Education for Employment plan developed by the Champaign-Ford Vocational System. For more information, call 351-2236.

6. Job Placement

The Parkland College Career Center has extended job placement services to District high school students. The services include resume preparation, job search advisement, and access to full- and part-time job openings. For more information, call 351-2412.

7. Technology Preparation

If funding becomes available from the federal government, Parkland College intends to work with the regional vocational delivery systems in developing a Technology Preparation curriculum for high school students. This type of curriculum establishes a generic program, comprised of a wide range of courses that prepare high school students for entry into different technological training programs after graduation. The general concept is for students to take two years of technical preparation courses at high school and follow with two years of actual training for a technical career at the community college (2+2). For more information, call 351-2236.

PARKLAND COLLEGE

Articulated Courses

PARKLAND COLLEGE
AND
CHAMPAIGN-FORD COUNTY REGIONAL
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT

Office Careers Programs

CREDIT REQUIREMENTS

Secondary Course: Typewriting I

Postsecondary Course Articulated: OFC 110 (Typewriting I)

To receive credit for OFC 110, students may either

A. Successfully complete the sequential course, OFC 111, with a grade of C or better, or

B. Pass a proficiency exam by meeting the following requirements.

1. Straight Copy Speed:

   On a five-minute timed writing, type at least 40 words per minute with no more than five errors.

2. Production:

   On a one-hour production test, which could include any of the following, type three of the following documents as mailable copy:

   a. An interoffice memorandum.

   b. A business letter with special features in any acceptable letter style.

   c. A table with columnar headings.

   d. A basic centering problem.

   e. A business form, such as an invoice or purchase order.

   f. A one-page report (bound or unbound; with or without footnotes).

   g. An outline.

NOTE: Student will perform the work using a word processor. Choice of software will by made by student.

BEST COPY AVAILABLE

PARKLAND COLLEGE
AND
CHAMPAIGN-FORD COUNTY REGIONAL
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT

Office Careers Programs

PROFICIENCY REQUIREMENTS

Secondary Course: Typewriting II

Postsecondary Course Articulated: OFC 111 (Typewriting II)

In order to proficiency the Parkland College course OFC 111 (Typewriting II) the student should be able to:

1. Straight Copy Speed:

   On a five-minute timed writing, type at least 55 words per minute with no more than five errors.

2. Production:

   On a one-hour production test, which could include any of the following, type three of the documents as mailable copy:

   a. An interoffice memorandum.

   b. A two-page business letter with special features.

   c. A ruled table.

   d. A one-page legal document.

   e. A business form.

   f. A one-page report, bound or unbound.

NOTE: Students will proficiency this course using a word processor with the student's choice of software.

PARKLAND COLLEGE
AND
CHAMPAIGN-FORD COUNTY REGIONAL
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT

Office Careers Programs

PROFICIENCY REQUIREMENTS

Secondary Course: Keyboarding

Postsecondary Course Articulated: OFC 117 (Keyboarding)

In order to proficiency the Parkland College course OFC 117 (Keyboarding) the student should be able to:

Straight-Copy Speed:

On a three-minute timed writing, type by touch at least fifteen (15) words per minute with no more than three errors.

In addition, student should know how to establish appropriate margins and tabs.

PARKLAND COLLEGE
AND
CHAMPAIGN-FORD COUNTY REGIONAL
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT

Office Careers Programs

PROFICIENCY REQUIREMENTS

Secondary Course: Shorthand I

Postsecondary Course Articulated: OFC 130 (Shorthand I)

In order to receive credit for the Parkland College course OFC 130 (Shorthand I) the student may either

A. Successfully complete the sequential course, OFC 131, with a grade of C or better, or

B. Pass a proficiency exam by meeting the following requirements.

1. Speed Dictation:

   Take dictation of unpreviewed, new material (three minutes of dictation) at 50 words per minute.

   This material must be transcribed (95% accuracy) on either a typewriter or a word processor. Thirty minutes is allowed for transcription.

2. Written Examination:

   Student will pass, with a minimum of 70% accuracy, a dictated 100-word theory test. Student may choose shorthand method.

PARKLAND COLLEGE
AND
CHAMPAIGN-FORD COUNTY REGIONAL
EDUCATION FOR EMPLOYMENT ARTICULATION AGREEMENT

Office Careers Programs

PROFICIENCY REQUIREMENTS

Secondary Course: Office Practice

Postsecondary Course Articulated: OFC 270 (Electronic Office Procedures)

In order to proficiency the Parkland College course OFC 270 (Electronic Office Procedures) the student should be able to:

1. Complete a minimum 100-question objective examination with at least 70% accuracy.

2. Complete three assignments which can include any of the following types of work. Work must be 100% accurate.

    a. Prepare outgoing communication forms, such as USPS, Federal Express, UPS, etc.

    b. Show proficiency in basic telephone services.

    c. Be able to process incoming communications.

    d. Given rough-draft information, plan a meeting, including preparation of an agenda.

    e. Prepare a simple payroll.

3. Prior to exam time, the student must also have a current Resume submitted to the Parkland instructor administering the proficiency exam.

BEST COPY AVAILABLE

R. LAKE LAND COMMUNITY COLLEGE TECH PREP PLANNING GRANT PROPOSAL

PROPOSAL ABSTRACT

TITLE: Implementing Tech Prep in Accounting, Management, Entrepreneurship, and Banking at Lake Land College and selected Eastern Illinois Education for Employment System Schools

PRINCIPAL INVESTIGATORS: Mr. Ron Sanderson and Ms. Susan Hanfland

AGENCY: Lake Land College and the Eastern Illinois Education for Employment System

LOCATION: South Route 45, Mattoon, Illinois 61938 (Lake Land College will be fiscal agency)

OBJECTIVES:

1. Identify business, math, science, and English/communication educators, counselors, administrators, and private-sector business people who will serve on the program development (advisory) team before September 15, 1991.
2. Provide preliminary inservice on Tech Prep to all members of the program development team before November 1, 1991.
3. Identify academic and occupational outcomes and standards for later curriculum development for each of the four program areas by November 30, 1991.
4. Conduct inservice activities on Tech Prep instructional strategies, curriculum development, and course content for teams of teachers, counselors, and administrators from each of the three participating secondary schools and from Lake Land College before January 30, 1992.
5. Develop overall Tech Prep curriculum concepts to meet the needs of the previously identified outcomes and standards by March 30, 1992.
6. Identify Specific courses and course sequences, and teachers for inclusion in a Tech Prep curriculum for accounting, management, entrepreneurship, and banking by April 15, 1992.
7. Identify specific students for participation in the Tech Prep courses by April 15, 1992.
8. Prepare and implement a marketing program to promote Tech Prep in the schools by June 1, 1992.
9. Evaluate the progress and process used throughout the development stage of this Tech Prep activity, to be completed by June 30, 1992.
10. Begin full implementation of all four Tech Prep business programs in the Fall of 1992.

PROCEDURES:

This project will begin by identifying the appropriate individuals from education and business (objective 1) to serve on a program development team to advise through the process of implementing the project. The team members will be provided with inservice so they will be aware of the meaning and importance of Tech Prep (Objective 2). The program development team will then be taken through the process of identifying and validating occupational and academic outcomes needed by students exiting the Tech Prep programs (objective 3). An inservice will then be conducted with school personnel (objective 4) to familiarize them with instructional strategies such as cooperative learning, and curriculum materials for Tech Prep. A general model for Tech Prep will be developed (objective 5) to serve as a guide for more specific activities. Courses and course sequences will be identified at each school (objective 6) in which Tech Prep will be implemented. Specific students will be targeted (objective 7) for involvement in the program and a marketing effort will begin to get them enrolled and to inform all audience of Tech Prep (objective 8). Throughout the entire project, evaluation will occur (objective 9). The Tech Prep programs will be fully implemented in the Fall of 1992 (objective 10).

POTENTIAL IMPACT:

As a result of this project, three secondary schools and Lake Land College will have Tech Prep programs in place. The greatest impact will be on students completing the programs in that they will be more employable and at higher than normal entry salaries. Employers will also find that they are employing higher quality workers and both graduates of the programs and employers will find greater satisfaction.

DELIVERABLE:

Project quarterly and final reports will be delivered as required in the RFP.

5.0 NARRATIVE DESCRIPTION OF PROJECT

5.1 INTRODUCTION

Educators teaching vocational subjects and those teaching the so called traditional academic subjects have been challenged in recent years to improve math, science, communication, technology, problem solving/decision making, and other skills in secondary and post-secondary students. The 1980's was a time for intensive review and evaluation of education in this country. Several studies, beginning with *A Nation at Risk,* blasted education in the United States. As a result, several reform measures have been undertaken that range from overhauling secondary and post-secondary programs, to restructuring teacher education.

One of the significant educational reforms has been the Tech Prep initiative. Tech Prep has the potential to reach more students than many other reform movements of the past. Tech Prep will greatly impact vocational education in the schools. This is an important consideration since the average high school student takes more credits of vocational education (4.2 credits) than of English (4.0 credits).[1] It is also important to realize that Tech Prep will not supplant vocational education, but will supplement traditional vocational and academic courses.

Successful vocational education programs have demonstrated time and again that there is more than one way to learn. In many fields the traditional educational sequence is to first learn concepts and principles, then apply them to simulations and real world situations. This logical,

---

[1] John G. Wirt. 'A new Federal Law on Vocational Education: Will Reform Follow?' in *Phi Delta Kappan*, February 1991, p. 427.

rigorous approach to education has proven to be successful for only a limited segment of the student population; yet it is the dominant approach used for all students in academic courses in schools.

Many students, however, do not learn well with this theory/application approach. They have difficulty assimilating abstract theories and analytical procedures. These students are often quite intelligent but are perceived as average to poor learners and are ranked in the second or third quarter of their class. Many of these students will later succeed in programs that emphasize a "hands-on" approach to learning. Students learn while practicing applications where the principle is being taught and used.

Because of the important contribution that vocational educators have made over the years with the "hands-on" approach to teaching, they are now finding themselves in a role in the educational structure that is changing and expanding to incorporate a larger segment of the student population. This is a critical element of Tech Prep, the integration of vocational and academics and the use of appropriate methodology to be able to reach the students in the 25th to 75th percentile in the schools.

Teachers of vocational subjects have begun to talk to, and work with, teachers of the traditional academic subjects. School administrators and counselors, and local and area business representatives are all becoming a part of this necessary marriage in order to implement Tech Prep. This has been unheard of in the past.

Lake Land College and the Eastern Illinois Education For Employment System have a history of collaboration to affect educational change and progress. Examples of such collaborative efforts include but are not limited to:

1. Lake Land College and Mattoon High School have shared facilities at Lake Land College for a metals program.
2. Lake Land College has extension centers at 27 high schools in the Eastern Illinois EFE System and uses secondary school teachers to instruct Lake Land courses.
3. A shared advisory committee for business, grades 9-14 currently exists and is being used for articulation and current on-going Tech Prep activities.
4. Articulation agreements have been put in place and others are being developed which will facilitate the movement of students from the Eastern Illinois EFE System high schools through Lake Land College.
5. A student services committee for guidance and counseling currently exists and is made up of high school and Lake Land College representatives.
6. An advisory committee for Transition, Retraining and Career Knowledge (TRACK) for special populations is in place and functioning.
7. An active program for single parent homemakers and teen parents is in place at Lake Land College working in conjunction with Eastern Illinois EFE System schools. These programs work closely with another program to place students in non-traditional careers.

In a document titled *Lake Land College: Strengthening Program Application, FY 1991-92*[2] the institutional long-range plan was cited. It said Lake Land College will:

1. Promote equal access to academic excellence for the growing minority and otherwise disadvantaged population of its service region.
2. Contribute to the state-wide effort to improve undergraduate education.
3. Initiate a process to determine appropriate measures of institutional effectiveness.
4. Contribute to the economic development of the colleges service area through linkages with public schools, four-year colleges and universities, community agencies, LLC alumni, and local business and industry.
5. Seek to augment its state appropriated budget with resources from grants, contracts and fund-raising.

The Lake Land College district constitutes the largest geographical area of any community college district in the state of Illinois, 4,000 square miles. The district includes all or parts of 15 counties and 34 secondary schools. The college serves a population of nearly 200,000 although there are no towns within the district with a population over 20,000.

Lake Land College provides pre-baccalaureate programs, career and occupational programs, general education studies, community education programs, and cultural activities for residents of the district. Lake Land

---

[2] Lake Land College. Strengthening Program Application, FY 1991-92, 1990.

College maintains a proud tradition of employing highly qualified faculty and staff and an administration that is extremely supportive of the colleges academic pursuits.

Lake Land College offers numerous certificate and Associate of Applied Science programs in vocational-technical areas. Within business, the focus of this proposal, seven AAS options are available as are five certificate granting programs.

The Eastern Illinois Education for Employment System is a consortium of 28 school districts in collaboration to update and develop vocational programming. The school districts are located in an eight county area in East Central Illinois (Douglas, Coles, Cumberland, Shelby, Moultrie, Clark, Edgar, and Effingham counties). The school district's high schools range in size from 90 to 900 students. Each district's superintendent is a member of the EFE System's Board of Control. The System has 26 programs and 97 approved courses. The programs were developed in conjunction with business and industry representatives. These representatives met with teachers in the region to analyze job related tasks to determine what needed to be taught in order to prepare students for entry level employment. The System's programs are being articulated with Lake Land College and specific agreements for advanced placement at the College are being developed. EIEFES is the largest geographical system in the state and has the largest number of school districts being served.

Through the completion of this project, Tech Prep programs will be implemented in four areas of business. The areas targeted for initial Tech Prep implementation include 1) Accounting, 2) Management, 3) Entrepreneurship, and 4) Banking. Development of an Accounting Tech Prep program has already begun. That initiative began as a result of grant activities flowing through Eastern Illinois University working cooperatively with Lake Land College and the Eastern Illinois EFE system. The accounting activity will have progressed to the point of having selected vocational, academic, administrative, and business representatives to participate in the implementation process. Inservice has been provided for the participants and the participants will begin to identify student outcomes prior to the beginning of this proposed project. These activities will be used as a model for implementing the other three business areas.

Three secondary schools in the Eastern Illinois EFE System have been identified to be included in the initial implementation of Tech Prep. They are Neoga High School, Shelbyville High School, and Marshall High School.

Neoga High School has 246 students, the total district enrolls 849 students. Neoga is centrally located in the EFE region and is seven miles South of the Lake Land College campus. The area has seen an increase in industry in the last five years with a local manufacturer that has grown and increased the work force. The local bank has also expanded. There is a new senior citizen housing complex with a nursing home under construction. Residents of Neoga also work in nearby Mattoon and Effingham.

Shelbyville High School enrolls 439 students with a district enrollment of 1414 students. Shelbyville is located at the Western edge of the EFE region by Lake Shelbyville. Residents travel to Decatur, Springfield, and Mattoon to work with bus service provided for workers departing to Springfield.

Marshall High School enrolls 373 students with a district enrollment of 1299 students. Marshall is located at the South Eastern edge of the EFE region at the Indiana border. There has been a decline in manufacturing jobs in the last ten years but there has been an increase in office and accounting positions. Many citizens work in Terre Haute, Indiana.

Neoga and Shelbyville have been involved in an *Applied Communication* project being conducted through the Business Education Department at Eastern Illinois University and have been inserviced on academic integration. Business and English teachers are implementing the curriculum in their schools. Additionally, business teachers from Neoga and Shelbyville represent all of the schools in the Eastern Illinois EFE System to develop business program articulation agreements between the secondary schools and Lake Land College. Marshall High School has entered into an agreement with TRW, a large global company, where TRW granted the school district a large amount of money to purchase computers and in return the school district provides computer training for TRW employees. TRW also employs graduates of Marshall High School and employs students enrolled in the cooperative vocational education program. TRW is a diversified corporation which focuses on providing products and services with a high technology or engineering content to the automotive, space and defense industries, and in information systems markets. TRW is the leading supplier of automotive air bags and seat belts. TRW also is a credit reporting company, a real estate appraisal and loan company, and is a leader in computer service and repair.

This proposed project will be a joint effort between Lake Land College and the Eastern Illinois Education for Employment System to develop and implement Tech Prep programs in the areas of Accounting, Management, Entrepreneurship, and Banking in order to increase the technical, vocational, and academic skills of participants. Students completing the entire sequence of classes, nine through 14, will finish with an associate degree with competence that is based on industry standards and skills that should be greater than students not in Tech Prep programs.

The project will follow a process of involving math, science, English/communications and business teachers, counselors, administrators and representatives from businesses to develop and implement Tech Prep programs. All groups will be provided inservice activities to become better informed of Tech Prep. Academic and employment outcomes will be identified upon which curriculum and course sequences will be specified. Once the programs are in place, extensive marketing of the Tech Prep programs will begin and will include internal audiences within the schools and external audiences including business representatives/employers and parents.

5.2 OBJECTIVES

The following objectives will be completed through the efforts and activities of this proposed project:

1. Identify business, math, science, and English/communication educators, counselors, administrators, and private-sector business people who will serve on the program development (advisory) team before September 15, 1991.
2. Provide preliminary inservice on Tech Prep to all members of the program development team before November 1, 1991.
3. Identify academic and occupational outcomes and standards for later curriculum development for each of the four program areas by November 30, 1991.

4. Conduct inservice activities on Tech Prep instructional strategies, curriculum development, and course content for teams of teachers, counselors, and administrators from each of the three participating secondary schools and from Lake Land College before January 30, 1992.
5. Develop overall Tech Prep curriculum concepts to meet the needs of the previously identified outcomes and standards by March 30, 1992.
6. Identify specific courses and course sequences, and teachers for inclusion in a Tech Prep curriculum for accounting, management, entrepreneurship, and banking by April 15, 1992.
7. Identify specific students for participation in the Tech Prep courses by April 15, 1992.
8. Prepare and implement a marketing program to promote Tech Prep in the schools by June 1, 1992.
9. Evaluate the progress and process used throughout the development stage of this Tech Prep activity, to be completed by June 30, 1992.
10. Begin full implementation of all four Tech Prep business programs in the Fall of 1992.

5.3 PROCEDURES

Each of the objectives will be achieved through the procedures as outlined below.

Objective 1 - Identify business, math, science, and English/communication educators, counselors, administrators, and private sector business people who will serve on the program development (advisory) team before September 15, 1991.

Procedure	Date	Staff Responsible	Items Needed	Target Population
1.1 Confer with administrators to identify personnel from schools, and with business teachers to identify business/industry representatives for team	8/1/91	Sanderson/Hanfland	None	School and business personnel
1.2 Contact Selected personnel and gain their acceptance and approval to serve on program development team	8/30/91	Sanderson/Hanfland	Office Supplies	School and business personnel

The same group of individuals will work together as a large program development (advisory) team even though they may have specific areas of interest within business. When specific curricular areas are being addressed, the large developmental team will be divided into specific content areas of interest. It should be noted that through the activities that have begun as discussed earlier in this proposal, a core group of individuals has already been identified and has met. That group will be expanded beyond the current accounting representatives.

Objective 2 - Provide preliminary inservice on Tech Prep to all member of the program development team before November 1, 1991.

Procedure	Date	Staff Responsible	Items Needed	Target Population
2.1 Arrange date and place to conduct inservice	10/15/91	Sanderson/Hanfland Coordinator	Tech Prep Information	Program Development (Advisory) Team
2.2 Prepare materials and activities for Tech Prep inservice	10/15/91	Sanderson/Hanfland Coordinator	Tech Prep Information	Program Development (Advisory) Team
2.3 Conduct inservice for all members of the Program Development (Advisory) Team	10/30/91	Sanderson/Hanfland Coordinator	Tech Prep Information	Program Development (Advisory) Team

Experience and knowledge gained from what has been completed with the accounting Tech Prep initiative at Lake Land College will be used to provide the basis for the inservice activity. Outside consultants will be used to conduct portions of the inservice activity as needed in order to make the members of the program development (advisory) team knowledgeable of Tech Prep and the plans for instituting Tech Prep at Lake Land College and the high schools.

Each of the committee members will be informed of what Tech Prep is and how important it is to the preparation of highly trained future employees for business. Committee members will learn what their respective roles will be with Tech Prep and they will make plans for future activities.

Objective 3 - Identify academic and occupational outcomes and standards for later curriculum development for each of the four program areas by November 30, 1991.

Procedure	Date	Staff Responsible	Items Needed	Target Population
3.1 Arrange meeting with Program Development Team	11/15/91	Sanderson/Hanfland Coordinator	Task lists, outcome statements from previous research	Program Development Team
3.2 Conduct research to identify tasks and outcomes from previous research	11/20/91	Sanderson/Hanfland Coordinator	Same as 3.1	Same as 3.1
3.3 Hold meeting with Program Development (Advisory) Team	11/30/91	Sanderson/Hanfland Coordinator	Same as 3.1	Same as 3.1
3.4 Identify outcomes and standards appropriate for accounting, management, banking and entrepreneurship	11/30/91	Sanderson/Hanfland Coordinator	Same as 3.1	Same as 3.1

Since numerous tasks and outcomes have been identified in previous research and curriculum development activities, they can be used as a base for beginning to identify outcomes for Tech Prep. By using existing outcomes for illustrative purposes, the members of the program development team will more easily grasp the concept and will provide more useful information. Outcomes will be identified for math, science, English/communication, business, human relations, decision making/problem solving and other areas determined important by business and industry representatives.

Objective 4 - Conduct inservice activities on Tech Prep instructional strategies, curriculum development, and course content for teams of teachers, counselors, and administrators from each of the three participating secondary schools and from Lake Land College before January 30, 1992.

Procedure	Date	Staff Responsible	Items Needed	Target Population
4.1 Arrange for date and location to hold the inservice activity	1/15/92	Sanderson/Hanfland Coordinator		Participating teams of teachers, counselor and administrators
4.2 Identify and arrange for consultants and presenters for the the inservice activity	1/15/92	Sanderson/Hanfland Coordinator	Names of possible consultants and presenters	Same as 4.1
4.3 Invite teachers, counselors, and administrators to the inservice activity	1/15/92	Sanderson/Hanfland Coordinator	Names and addresses of inservice participants	Same as 4.1
4.4 Conduct inservice for teachers, counselors, and administrators	1/30/91	Sanderson/Hanfland Coordinator	Inservice materials	Same as 4.1

In this inservice, teachers, counselors, and administrators will learn concepts of team building, how to work together as a team, how to use cooperative learning, and how to teach such skills as problem solving and critical thinking. The participants will also be introduced to applied techniques of teaching and to appropriate curriculum materials like *Applied Communication*, *Applied Math*, and *Principles of Technology*.

Objective 5 - Develop overall Tech Prep curriculum concepts to meet the needs of the previously identified outcomes and standards by March 30, 1992.

Procedure	Date	Staff Responsible	Items Needed	Target Population
5.1 Meet with teachers who will be teaching Tech Prep courses	2/28/92	Sanderson/Hanfland Coordinator	Course lists from high schools and college	Tech Prep Teachers
5.2 Review existing courses to identify outcomes currently taught, review course sequences, review articulation potential between high schools and Lake Land College	2/28/92	Sanderson/Hanfland Coordinator	Same as 5.1	Same as 5.1
5.3 Identify entry standards for admission of courses at high schools and Lake Land College	3/15/92	Sanderson/Hanfland Coordinator	Same as 5.1	Same as 5.1
5.4 Construct an overall model for Tech Prep in business areas	3/30/92	Sanderson/Hanfland Coordinator	Same as 5.1 and results of 5.2 and 5.3	Same as 5.1

As a result of this activity, secondary schools and community college courses will be reviewed and course content will be compared with intended outcomes for Tech Prep. This review will result in developing in a model to provide the overall framework for more specific activities which will occur throughout he next step.

311

Objective 6 - Identify specific courses and course sequences, and teachers for inclusion in a Tech Prep curriculum for accounting, management, entrepreneurship, and banking by April 15, 1992.

Procedure	Date	Staff Responsible	Items Needed	Target Population
6.1 Identify courses most suitable for teaching defined Tech Prep outcomes	4/1/92	Sanderson/Hanfland Coordinator	Results of Objective 5	Teachers in Tech Prep courses
6.2 Identify specific teachers of Tech Prep courses	4/1/92	Sanderson/Hanfland Coordinator	Same as 6.1	Same as 6.1
6.3 Prepare course sequences for Tech Prep and complete articulation agreements	4/15/92	Sanderson/Hanfland Coordinator	Same as 6.1	Same as 6.1
6.4 Work with teachers to infuse applied curriculum into courses	4/15/92	Sanderson/Hanfland Coordinator	Same as 6.1 and applied curriculum	Same as 6.1

Specific courses will be identified that match the outcomes determined appropriate for accounting, management, entrepreneurship, and banking. Teachers of those courses will have an opportunity to further determine how the available applied curriculum and concepts can be used in the courses. Articulation agreements will be completed to facilitate movement of students through the secondary curriculum and to the completion of the Associate of Applied Science Degree.

Objective 7 - Identify specific students for participation in the Tech Prep courses by April 15, 1992.

Procedure	Date	Staff Responsible	Items Needed	Target Population
7.1 Establish entrance criteria for Tech Prep	4/1/92	Sanderson/Hanfland Coordinator	Input form high school personnel	Tech Prep Students
7.2 Identify students who meet established criteria	4/15/92	Counselors/teachers Coordinator	Student data	Same as 7.1
7.3 Register students for Tech Prep classes	4/15/92	Counselors/teachers Coordinator	Same as 7.2	Same as 7.1

Students selected for inclusion in Tech Prep classes will typically be in the 25th to 75th percentile in academic standing. They will be the students who have aptitudes for technological preparation and will benefit most from "hands-on" applied teaching methods. Students will be representative of both sexes, all economic and social strata, minority groups, and special populations. Students will have a career interest in one of the areas of business in which Tech Prep will be implemented.

Objective 8 - Prepare and implement a marketing program to promote Tech Prep in the schools by June 1, 1992.

Procedure	Date	Staff Responsible	Items Needed	Target Population
8.1 Develop promotional materials	5/1/92	Sanderson/Hanfland Coordinator	Information and supplies	Students, parents, teachers, counselors, administrators, and businesses
8.2 Distribute promotional materials	5/15/92	Sanderson/Hanfland Coordinator	Promotional materials	Same as 8.1
8.3 Hold open houses in secondary schools	5/30/92	Sanderson/Hanfland Coordinator	Same as 8.2	Same as 8.1

Marketing of the Tech Prep concept will be an important element of the success of the project. It is anticipated that it will be easy to excite students about Tech Prep, but promotional efforts must be spent with other teachers, counselors, administrators, and parents. Not everyone will 'buy into' what they perceive to be a new curriculum, and marketing will help them to understand the true meaning of Tech Prep.

Objective 9 - Evaluate the progress and process used throughout the development stage of this Tech Prep activity, to be completed by June 30, 1992.

Procedure	Date	Staff Responsible	Items Needed	Target Population
9.1 Develop evaluation instrumentation for inservice activities	10/1/91	Sanderson/Hanfland/ Consultant	Meeting Agenda	All participants
9.2 Develop process evaluation instruments	10/1/91	Consultant		Project personnel
9.3 Develop appropriate progress evaluation instruments	10/1/91	Consultant		Project personnel
9.4 Conduct evaluations	6/30/92	Consultant/Sanderson/ Hanfland	Evaluation Instruments	Project personnel and project

Evaluation of the processes being used and the progress being made in implementing the project is important for future activities. Each of the major activities that will be conducted will be evaluated. The process of evaluation will discussed further in section 5.4 of this proposal.

318

Objective 10 - Begin full implementation of all four Tech Prep business programs in the Fall of 1992.

This objective is not a part of the proposal year but is a target objective that would signal success of the project as proposed. All of the activities leading up to full implementation of the Tech Prep curriculum will be completed during the period of July 1, 1991 to June 30, 1992. That will facilitate implementation in the Fall of 1992.

5.4 EVALUATION

Evaluation will be a continuous activity throughout the conduct of this project. Process and progress will be evaluated. Ultimate achievement of the objectives of this project would be implementation of Tech Prep in Neoga, Shelbyville, and Marshall High School in the business areas of accounting, management, entrepreneurship, and banking. While the secondary schools may not have all the specific program areas, they would have courses that will be articulated with the AAS degrees offered by Lake Land College.

Each objective will be evaluated as described below.

1. *Identify business, math, science, and English/communication educators, counselors, administrators, and private-sector business people who will serve on the program development (advisory) team before September 15, 1991.*

   Evaluation procedure - This objective will be evaluated based upon the success of identifying appropriate people to serve on the program development (advisory) team. Representation should be inclusive of business representatives from accounting, management, entrepreneurship, and banking. Some business people may represent more than one Tech Prep curriculum area. Evaluation of this objective will be made as soon as the group is formed and will be reviewed throughout the year to assure that representatives participate in all activities.

2. *Provide preliminary inservice on Tech Prep to all members of the program development team before November 1, 1991.*

   Evaluation procedure - An evaluation instrument will be developed an used to determine the effectiveness of the inservice activity. The evaluation will be completed by the participants at the close of all inservice activities. The evaluation instrument will be general enough so as to apply to educators as well as the business representatives on the program development team.

3. *Identify academic and occupational outcomes and standards for later curriculum development for each of the four program areas by November 30, 1991.*

   Evaluation procedure - Outcome statements and standards derived from this process will be evaluated by business representatives from the program development team in order to validate their accuracy. In addition, the outcomes will be submitted to the DAVTE Contract Administrator for review and feedback. This will occur as soon as the outcomes and standards are completed.

4. *Conduct inservice activities on Tech Prep instructional strategies, curriculum development, and course content for teams of teachers, counselors, and administrators from each of the three participating secondary schools and from Lake Land College before January 30, 1992.*

   Evaluation procedure - Evaluation instruments will be developed that are suitable to evaluate this inservice workshop. An outside consultant will develop and administer the evaluation. Each specific content area of the workshop will be evaluated. Participants will be asked to provide additional feedback for future needs and possible additional inservice that should be completed.

5. *Develop overall Tech Prep curriculum concepts to meet the needs of the previously identified outcomes and standards by March 30, 1992.*
Evaluation procedure - The general model that is developed will be evaluated to assure that a framework for future course selection is provided and course sequences can be offered. Comparisons will be made of existing courses to identified outcomes and standards. This will be completed by March 30, 1992.

6. *Identify specific courses and course sequences, and teachers for inclusion in a Tech Prep curriculum for accounting, management, entrepreneurship, and banking by April 15, 1992.*
Evaluation procedure - The match between selected courses and course sequences and identified outcomes and standards will be evaluated. Business people will be asked to review course plans in order to judge if the outcomes and standards are included. Completion of articulation agreements between the secondary schools and Lake Land College will be one criteria of success for this objective.

7. *Identify specific students for participation in the Tech Prep courses by April 15, 1992.*
Evaluation procedure - The process of identifying students for the Tech Prep business courses will be evaluated by project personnel and the consultant. The evaluation will assure that appropriate criteria are established and used to identify the students. The majority of the students identified should fall in the 25th to 75th percentile rank in

school and should benefit from the content and instructional methods used in Tech Prep.

8. *Prepare and implement a marketing program to promote Tech Prep in the schools by June 1, 1992.*

   Evaluation procedure - Materials that are developed in order to promote the business Tech Prep programs will be evaluated by marketing experts. The materials must also meet the specifications set by Lake Land College for program promotion and will be approved by public relations personnel at the College. Materials will also meet the approval of teachers and administrators in the secondary schools and the EFE System Director.

9. *Evaluate the progress and process used throughout the development stage of this Tech Prep activity, to be completed by June 30, 1992.*

   Evaluation procedure - Evaluation will be an ongoing activity throughout the completion of this project. Activities have been further defined in the above paragraphs.

10. *Begin full implementation of all four Tech Prep business programs in the Fall of 1992.*

    Evaluation procedure - Implementation of the Tech Prep programs in full will begin at the completion of the proposed project year. All the activities of this project will enable full implementation and are a measure of successful completion of the project. Continued funding will be requested to implement these programs and to expand Tech Prep to other areas.

5.5 STATEMENT OF IMPACT

The ultimate beneficiaries of this project will be the students enrolled in the Tech Prep programs that will be implemented and the businesses that will subsequently employ the students. Through the completion of this project, four business Tech Prep programs will be ready for full implementation. Those programs include accounting, management, entrepreneurship, and banking.

Implementation of tech prep will occur at Neoga High School, Shelbyville High School, and Marshall High School with articulation into Lake Land College programs. Another subsequent impact for future years would be the transfer of selected courses to a four year institution in the state for those students wishing to receive additional higher education.

Students enrolled in Tech Prep classes and/or programs will benefit from different methods of instruction and greater rigor in the curriculum. The students will gain technical, mathematical, scientific, and communication skills that are targeted toward Lake Land College programs and business employment.

The process and experience gained from this project will be used to broaden Tech Prep programs to other areas of business and other vocational-technical areas. In addition, a long-range goal is to get all school districts in the Lake Land Community College District involved with Tech Prep. Because of the size of the district, this process will take several years to implement throughout the entire area.

6.0 QUALIFICATIONS OF PROJECT STAFF, CONSULTANTS AND/OR SUBCONTRACTORS

Project staff and consultants which can be identified at this time include the following:

A. **Project co-director and fiscal officer**

Mr. Ron Sanderson, Dean of Career Occupations at Lake Land College will serve as project co-director and fiscal officer. Sanderson has been involved with the current unfunded Tech Prep initiative at Lake Land College and oversees all career programs. Please see the appended resume for more detail.

B. **Project co-director**

Ms. Susan Hanfland, Director of the Eastern Illinois Education for Employment System will serve as the other project co-director. Hanfland has worked closely with the current unfunded Tech Prep initiative and has been involved with the implementation of the *Applied Communication* curriculum in her system. Please see the appended resume for more detail.

C. **Project coordinator**

Someone to be named will be selected as a project coordinator and will be employed one half time in that capacity. The person selected will have experience in secondary school business programs and community college teaching and will be familiar with Tech Prep.

D. **Project consultants**

Dr. Roger Luft from Eastern Illinois University will serve as a primary consultant to the project. He has been involved previously with Tech Prep at Lake Land College and is directing the EIU project to implement the *Applied Communication* curriculum. He has also been involved with implementing other applied curricula in another state. Other consultants will be selected to provide specific inservice activities. Please see the appended resume for more detail.

E. **Support staff**

Adequate secretarial, clerical, and accounting assistance will be provided by Lake Land College and the Eastern Illinois Education for Employment System as needed on an hourly basis.

7.0 FACILITIES

No special facilities will be needed for this project. The project will be housed in space provided at Lake Land College. Cooperative efforts will occur with the Eastern Illinois Education for Employment System, Neoga High School, Shelbyville High School, and Marshall High School. No special facilities will be needed at any of the cooperating agencies.

8.0 DELIVERABLES

All required reports will be submitted as required to include:

1. Two copies of quarterly progress reports.
2. Ten copies of the project final report including copies of products developed through the project.

Any negotiated final products which could include outcome lists and standards developed for each program; evaluation instruments; or overall curriculum models will be provided. These products might also become a part of the final report rather than separate deliverables.

9.0 Appendix

Appended material begin on the following page.

S. ACTIVITIES FOR INTEGRATING ACADEMIC AND BUSINESS EDUCATION

ACTIVITIES INTEGRATING ACADEMIC/VOCATIONAL STUDIES

Presented at Workshop July 8 - 12, 1991
Compiled by Virginia Page

ENGLISH

Blumenthal, Prosser Vocational High School composed the following list:

1. Students read some of the interviews with workers which appear in Studs Terkel's Working. Students discuss the self image and attitudes of the people portrayed in the interviews, the attitudes of people in America toward their specific work and work in general, and their own attitudes toward work.

2. Students read John O'Hara's "Graven Image" or other related material which exposes the problem of saying the wrong thing at the wrong time, especially in an interview. Students should point out the exact statements in the story which contain information causing Browning to lose the opportunity of getting the job through the Under Secretary. At the beginning of the story, what explanation does Browning give for seeking a job from the Under Secretary rather then from others to whom he could have gone? Students should explain at the end of the story the type of interview they consider this to be. Students should point out exactly the wrong thing said as well as other wrong attitudes which Browning's statement illustrates. Students should make up a list of typically wrong statements they should avoid during interviews.

3. Students shall visit local businesses, collecting forms of a nature to those presented in class. Lessons in penmanship, printing, and properly worded responses for blank spaces A bulletin board can result made up of various forms collected and completed by the students.

4. Students will fill out envelopes using correct punctuation and capitalization. If there is a particular vo- tech class where the student is enrolled, the assignment can be made specific by having the student write a letter of information, using proper format, grammar, and mechanics, to either a college or union-related to that particular vo- tech area.

5. One lesson involving critical thinking methods would be to have a list of receipts from a store or business. Using the items on the receipts as clues, the students would have to induce what type of business that would have purchases these items.

6. One lesson for creative writing would be to have student collect letters of advertising, sometimes called junk mail. Students should design a letter or pamphlet selling some product of service. If a particular vo-tech class exists in the school, certainly a product or service that results from the educational

experience should be considered in writing the advertising letter. For example, a sheet metal shop creates pipes or duct work. A letter telling why gutters made with duct work are a better product for homeowners to buy. A computer class organizes data. A letter of advertising for a computer dating service might be creative.

Workshop participants submitted the following list:

1. Integrate woodworking and consumer shopping. Research styles of furniture and cut out pictures of the various furniture types. Describe furniture and materials used for construction. Using complete sentences, write a paragraph on construction procedures necessary in developing a step-by-step plan for construction of a table.

2. Field trip to factory for special education students. Go to the library and research the product observed at the factory. Write a report on the product. Discuss hygiene, health and safety, appropriate attire, conduct and manners. After discussion on the field trip, organize students thoughts and write a report on the experience followed by a written thank you note to the management for allowing the trip.

3. Taco project in Consumer Education class. Divide into groups of 4 or 5 and draw for amount to spend in making tacos for the class. Each group will develop their recipe while shopping for comparison using grocery advertisements. Write step-by-step directions, procedures with a time schedule for preparation. Decide on responsibilities, prepare, and cleanup. Write individual summaries (persuasive or expository writing) including nutritional value. Students would also use math skills in calculating amounts needed for greater quantities.

4. Teach a cooperative lesson on basic car care and writing skills in the automotive and English classes. The academic students would be taught by the automotive instructor on basic car care including changing tires, fluid level checks, changing oil, warranty coverage and component identification. The vocational students would be taught by the English instructor on resume and letter writing skills. Activities would include sample models, brainstorming for data to create personal resumes and letters, writing and editing to produce final draft of resume, and writing a thank you letter for interview.

5. Teach a cooperative lesson on financing of cars and general grammar rules. A basic business instructor would teach English students sources of financing, instruments of financing, calculations and comparison of sources and instruments. The English instructor would review with the vocational students basic spelling rules and common errors, different kinds of punctuation, and basic usage rules.

6. Writing, Creating, and Producing Ads and Commercials.

Students would choose or invent a product to advertise. They would then need to choose the format (magazine, newspaper, radio, etc) and choose the audience targeted then actually write the commercial. Evaluate each other, self, and groups.

7. Create word problems for general math class. Assign groups of 3 to 4 students. Review basic procedures and related word problems. Give directions on how problem is to be constructed. After discussion and brainstorming, allow time for writing and editing of word problems. Teacher would critique before final draft. Students would be required to work all problems produced by the various groups and to critique the groups efforts.

READING

8. Greater emphasis on vocabulary development. Use specific content lists and general word lists. Use anticipation guides as a preactivity to reading assignments.

9. Develop a reading program in the entire school if possible using sustained reading for 15 to 20 minutes weekly. Involve administrators, secretaries, cooks, teachers and students in the program.

10. Teach study skills or have an English teacher teach the study skills and the vocational instructor could teach work ethics. Teach students to skim and scan reading material.

11. Develop key word glossary for your course. Use the words often in your lectures, make sentences with the word lists.

12. Assess levels of readability of materials and measure reading levels of the students.

13. Develop and administer pre-tests and post-tests in reading skills. Measure the improvement of students.

14. Develop cooperative learning unit on technical writing skills vs. research writing. Vocational instructor could teach English students how to put their reading lists in a dbase on the computers.

15. Develop cooperative learning experiences to be used in the study of nutrition.

16. Introduce the Cornell notetaking method to students. Have them use this method in at least one of your classes.

17. Develop and administer the Cloze test method.

MATH

18. Cooperative work program students would analyze their paycheck, checking for accuracy including checking calculations.

Instructor would review necessary terms and interpretation on taxes and why the difference in gross and net pay.

19. Use cooperative learning in several business courses. Keyboarding instructors would show math students how to write a basic program on the computer using a problem given by the math teacher. If written reports are assigned by math instructor, the keyboarding teacher could teach word processing skills on the computer. The math instructor would teach business students use of calculators and use of rulers. Business teacher could also teach notetaking/study skills to math students. In accounting classes, the math instructor would teach use of calculators and use of rulers. The accounting instructor would teach math students what a financial statement is, accounting terms and the person uses of accounting. Could also teach interpretation of paychecks stressing accuracy of paycheck as to calculations, taxes withheld, etc. Math teachers could help accounting instruction and other business courses by reviewing basic math skills such as changing percent to decimal (vice versa), fractions to percentage, translation of words such as is, of, greater than, less than, from English to math symbols. Example: $100 at 6% tax means 6% of 100. Of means multiply. This would teach transfer of knowledge from math class to other courses.

20. Coordinate a mathematics project in a vocational and a math class and give credit in both.

21. Cost out recipes. Perhaps as a fundraising project with recipe, cost for ingredients, anticipated production and unit cost for a given profit.

22. Lost receipt project. Product totaled $9.56 but the tax was 6 1/4%. What was the price on the item? Do trial and error on the calculator rather than use formula.

23. Who has the better prices? Compare two stores like Walmart and Sam's to determine which has better buys. Compare items.

Recommendation #1

Business teachers put in writing math concepts taught in their classes, key formulas used in teaching interest, spreadsheeting operation, discounts, depreciation, etc., to the math teachers at the beginning of the school year. The math teachers would include these concepts in their teaching and the students would see the transfer of skills among classes.

Recommendation #2

Have in-service meetings on Tech Prep presented by local or area "top" teachers (recognized in their field) and knowledgeable on concept of Tech Prep rather than "northern experts". Pay would be the same as outside speakers. Divide the teachers in small groups i.e. Business/Math, Industrial Arts/Science, Home

Ec/Agriculture or English. Then rotate the groups so all vocational areas have heard the academic teachers. Ron Nagrodski from Johnston City would be a great one to start with.

The following list was presented by Ron Nagrodski at his presentation:

Examples of Vocational Problems in Mathematics Classroom

1. Fractions and Rulers
2. Figuring Out Your Paycheck
3. Compound Interest
4. Recipe

Examples of Mathematics in Vocational Classroom

1. Graphs in Agriculture
2. Ordering a Classified Ad
3. Graphs in Business
4. Other Ideas

SCIENCE

24. Some required academic courses may need merely a name change to meet requirement for admission to a college. Change General Science to Lab Science (name only, content stays the same). The name General says to the state that it is not a lab course.

25. Is there a vocational course that correlates with an academic course? If so, petition administration/board to give academic credit for that vocational course. Principles of Technology correlates with content of material in Physics. Should receive science credit.

26. Market your course/program to sophomores and community to increase enrollment in vocational courses.

27. Involve as many academic teachers as possible in Tech Prep. Let them sell the idea. Let the academic teachers present the in-service meetings on Tech Prep.

28. Encourage academic teachers to use the Center for Occupational Research and Development (CORD) materials. DON'T SHOVE IT DOWN THEIR THROATS HOWEVER.

29. Use cooperative learning. Involve the whole school with JETS team. Volunteer to tutor the team in your area.

30. Academic teachers must use applied methods more. Use group method, cooperative learning, kids teaching kids.

31. Academic science teachers need to work with vocational teachers in identifying basic skills and concepts needed to incorporate in their courses.

32. Academic science teachers need to make their assignments

more work-related.

33. All teachers must take responsibility for the "Total Student's Education".

T. HEARTLAND REGIONS TECH PREP PLANNING GRANT PROPOSAL

TECH PREP PLANNING GRANT

ILLINOIS STATE BOARD OF EDUCATION
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

FUNDING AGREEMENT
For Vocational and Technical Education

CHECK APPROPRIATE SECTION:

☐ Planning and Reporting
☐ Adult and Continuing Education
☐ Job Training
☐ Other (specify) ______
☐ Vocational Ed. Program Approval and Evaluation
☒ Vocational Ed. Program Improvement
☐ Vocational Ed. Program Services

This funding agreement is between the Department of Adult, Vocational and Technical Education, Illinois State Board of Education and the following institution or agency.

INSTITUTION OR AGENCY: McLean-DeWitt Regional Vocational System

BOARD OF CONTROL CHAIR, PRESIDENT OR RESPONSIBLE OFFICIAL: Dr. Leonard Roberts, Chair

ADDRESS OF INSTITUTION OR AGENCY: 1202 East Locust, Bloomington, IL 61701

PHONE: (309) 829-8671

PROGRAM OR PROJECT TITLE: Business & Industry Tech Prep Projects for Heartland Community College Regions

NAME OF PROJECT DIRECTOR: Robert Meeker

DATES Starting Date 7/1/91 Ending Date 6/30/92

PHONE: (309) 829-8671

ADDRESS: 1202 East Locust, Bloomington, IL 61701

REQUEST

REQUESTED ANNUAL BUDGET	$ 18,855	$46,873	$ 65,728
	LOCAL	AVTE	TOTAL

Vocational education funds are requested to provide financial support for the vocational/technical education activities as described in this agreement. This project shall meet State of Illinois and Federal legal requirements, where applicable.

4/23/91 ______ Board Secretary
Date — Signature of Board Officer (Public Schools and Post Secondary Only) — Title

4/23/91 ______ Board of Control Chair
Date — Signature of Board of Control Chair, President or Responsible Official — Title

TRANSMITTAL

This is to acknowledge the receipt of the proposed funding agreement for vocational and technical education activities, services and programs, and transmittal of same to the Department of Adult, Vocational and Technical Education.

- For Community College Use Only -

4/25/91 ______ Chairman
Date — Signature of Illinois Community College Board Representative — Position

- For Public School Use Only -

4-25-91 ______ McLean/DeWitt
Date — Signature of Regional Superintendent — County

- APPROVAL -

State and/or Federal vocational education funds are obligated in the amount of $ ______ for items approved in the estimated budget. Adjustments and/or modifications are subject to written approval by both parties of this funding agreement.

______ ______ ______
Agreement Number — Date — Signature of Assistant Superintendent, Department of Adult, Vocational and Technical Education

ISBE 15-29 (11/90)

ILLINOIS STATE BOARD OF EDUCATION

Assurances

1. The applicant has the necessary legal authority to apply for and to receive the proposed contract. (Attach a copy of the substantiating document.)

2. The activities and services for which assistance is sought under this program will be administered by or under the supervision of the applicant.

3. In planning the program proposed in the application, there has been and, in establishing and carrying out the program, there will be participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

4. No funds received under this contract shall be used to supplant funds normally budgeted for the planning of services of the same type.

5. The applicant will obey all laws prohibiting discrimination on the basis of race, color, national origin, sex, age or handicap, and all other laws applicable to its program, including but not limited to, the Carl D. Perkins Vocational Education Act (20 U.S.C. 2301 et seq.), "An Act in relation to vocational education" (Ill. Rev. Stat. 1987, ch. 122, par. 694 et seq.), The School Code (Ill. Rev. Stat. 1987, ch. 122, par. 1-1 et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), the Illinois Human Rights Act (Ill. Rev. Stat. 1987, ch. 68, par. 1-101 et seq.), the Education of the Handicapped Act (20 U.S.C. 1401 et seq.), the Age Discrimination Employment Act of 1967 (29 U.S.C. 621 et seq.), and Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.).

6. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.

7. The applicant will comply with all publication graphic and design standards established by the Illinois State Board of Education for project products.

8. The applicant understands and agrees to the following conditions of the proposed contract:

   a. The Illinois State Board of Education assumes rights to all materials and/or products developed in this project.

   b. Payment of all services and expenses in this contract will be made on a reimbursement-of-cost basis. Dates of payment will be negotiated to insure that the Illinois State Board of Education reimburses only for completed performance. Further, the applicant understands that the actual payment of contractual expenditures may require 6-12 weeks after an application for reimbursement is submitted to the Illinois State Board of Education.

   c. The Illinois State Board of Education assumes the right to approve all program, budget and staff changes in the contract.

   d. Either party may prematurely terminate this contract should funds not become available, or unsatisfactory progress be witnessed and documented toward meeting the intended outcomes of the contract.

[illegible] Blake
Signature

Board Secty
Title

4/25/91
Date

BEST COPY AVAILABLE

PROPOSAL ABSTRACT

TITLE: Business and Industrial Tech Prep Associate Degree Programs for the Heartland Community College Regions
PRINCIPAL INVESTIGATOR: Mr. Robert Meeker
INSTITUTION: McLean-DeWitt Regional Vocational System
LOCATION: 1202 E. Locust, Bloomington, IL 62701

OBJECTIVES:

1. Develop an organizational structure to develop Tech Prep Associate degree programs in business and industrial technology education.
2. Identify four initial Tech Prep Associate degree programs.
3. Identify academic, communication, mathematic, science, computer, and other modern technological skills for selected Tech Prep programs.
4. Develop comprehensive "4 + 2" Tech Prep Associate degree program courses of study.
5. Conduct inservice orientation activities for teachers, administrators, committees, and employers concerning Tech Prep concepts.
6. Conduct inservice activities for academic and technical teachers, guidance counselors and administrators concerning integrating academic and vocational content.
7. Develop and acquire approval for articulation agreements for the Tech Prep Associate degree programs.
8. Organize and implement a Marketing, Recruiting, Selection, and Career Guidance Committee.
9. Plan effective employment placement procedures and opportunities for program completers.
10. Develop a long range plan to implement and expand Tech Prep Associate degree programs through the use of Planning and Evaluation Committee.

PROCEDURES:

1. Develop organizational structure for completing Tech Prep Associate degree program development.
2. Review and analyze labor market information to target Tech Prep Associate degree program development.
3. Identify participating schools and educators in Tech Prep Associate degree program development.
4. Develop "4 + 2" courses of study for Tech Prep Associate degree programs.
5. Develop articulation agreements and proficiency standards for "4 + 2" Tech Prep Associate degree programs.
6. Conduct inservice activities for educators and employers concerning the Tech Prep concept and the integration of academic and vocational education.
7. Develop Marketing, Recruitment, Selection, and Career Guidance procedures to facilitate implementing Tech Prep Associate degree programs.
8. Develop Planning and Evaluation Committee to develop plans for implementing and expanding Tech Prep Associate degree programs.
9. Prepare documentation reports that meet the needs of the Tech Prep Associate degree program development project.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION: By accomplishing the goals of this project, Tech Prep Associate degree program students will be able to meet the demands of the workplace by completing programs of study that integrate college preparatory course work with a rigorous concentration of technical education.

PRODUCTS TO BE DELIVERED: Two copies of quarterly reports and other activity reports will be delivered to the Vocational Education Program Improvement section of the Illinois State Board of Education. Additionally, ten copies of the final report will be supplied, along with documents such as courses of study; articulation agreements; implementation plans; Marketing, Recruitment, Selection, and Career Guidance plans; and proficiency standards.

4. BUDGET

Function Code	Object Code	Description	Budget Request from ISBE	RVS Contribution	Total
2210		SALARIES:			
	100	Project Director, Mr. Robert Meeker 10% time/mo. for 12 mos. @ $5,833/mo.	$ -0-	$7,000	$7,000
	100	Project Information Processor 1,000 hrs. @ $8.50/hr	-0-	8,500	8,500
2210		BENEFITS:			
	200	Mr. Robert Meeker, 10% time/mo. for 12 mos. - Retirement and Insurance @ 21%	-0-	1,470	1,470
	200	Project Administrative Assistant 1,000 hrs. @ $8.50/hr. - Retirement and Insurance @ 21%.	-0-	1,785	1,785
		SUBTOTAL	-0-	18,755	18,755
2210	300	PURCHASED SERVICES:			
	309	Consultant Services:	34,800	-0-	34,800
	332	Consultant Travel, Lodging, Per diem	3,750	-0-	3,700
	360	Printing and Duplicating	1,750	-0-	1,750
	341	Telephone	400	-0-	400
	340	Postage	500	-0-	500
	410	Consumable Office Supplies	400	-0-	400
	420	Resource Materials	300	-0-	300
		SUBTOTAL	41,900	-0-	41,900
4100	700	Teacher Stipends and Substitutes	4,500	-0-	4,500
	700	Teacher Retirement System @ 10.5%	473	-0-	473
		SUBTOTAL	4,973	-0-	4,973
		TOTAL DIRECT COSTS	46,873	18,755	65,628
		INDIRECT COSTS	-0-	100	100
		TOTAL COST	46,873	18,855	65,728

5. NARRATIVE DESCRIPTION OF THE PROJECT

5.1 INTRODUCTION

Overall Project Goal

Due to the widespread advancements in technology and the concerns of business leaders related to acquiring a technically qualified workforce to retain a competitive edge on both a national and international basis, Tech Prep Associate degree programs are being initiated. The ultimate goal of this project is to develop Tech Prep Associate degree programs that address workplace demands by integrating college preparatory course work with a rigorous concentration of technical education. This goal will be reached by planning sequences of secondary courses that begin at the ninth grade level and are followed with a post-secondary experience leading to an Associate degree. Students should also have the option of obtaining a four-year Baccalaureate degree upon completing a Tech Prep program. The focus of this Tech Prep Associate degree planning proposal will be to concentrate on planning and organizing business and industrial technology Tech Prep programs. The ultimate outcome of these programs will be on equipping students with the skills and competencies necessary to meet employers' expectations, not only for entry-level jobs, but also for career advancement opportunities. These Tech Prep Associate degree programs will prepare students with the basics for a lifetime of learning. This is mandatory since the changing nature of the workplace will demand new technical skills, in addition to the ability to communicate, compute, solve problems, and think critically. Students who complete Tech Prep Associate degree programs will be able to understand the culture of the workplace and be able to contribute positively to their companies' successes. In achieving the overall project goal, project staff will be required to facilitate the development of partnerships between technical and academic educators, education and business professionals, and secondary and post-secondary educators. By fostering these relationships, Tech Prep Associate degree programs can be developed that meet the challenge of preparing students for the future.

Rationale

There are three major reasons that this project should receive a high priority for funding in the Tech Prep Associate degree program development initiative of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. These major attributes are: 1) the regional characteristics of the Heartland Community College and the related Education for Employment regions; 2) the characteristics of business and industrial technology labor market information, and educational personnel and programs; and 3) the existing relationships that support the organizational pattern suggested in the proposal.

Regional Characteristics

A major consideration in evaluating the Heartland Community College regions' proposal in relation to other proposals is the recently initiated Heartland Community College. This Tech Prep Associate degree program development activity will provide a unique and unmistakable opportunity to develop Tech Prep Associate degree programs in an environment that has no existing barriers. The Tech Prep programs that will be developed through this project will be some of the first programs planned for Heartland Community College and will develop the schematic for other programs in the future. Another consideration is the demographic characteristics of the component regions within the Heartland Community College district. This district stretches from Lincoln in the southwest, through Bloomington-Normal in the center, to Pontiac in the northeast. Prior to being titled Heartland Community College, it was called the Pontiac-Bloomington-Normal-Lincoln corridor.

The population of the Heartland Community College region has been consistently growing. The population base exceeds 250,000 with strong growth in the traditional school age population. As indicated in the feasibility study for the Heartland Community College, the area is expected to grow as new industry and other commercial activity in the region continues to expand. As indicated in the March 23, 1991 Progress section of *The Pantagraph*, the four major communities in the region, Pontiac, Bloomington, Normal, and Lincoln, are experiencing steady growth in population and in business and industry startups and expansions.

Labor Market Characteristics

Each of the four major cities in the Heartland Community College region have seen continued expansion in the retail and service sector, as well as in the industrial sector. This growth has been spearheaded by Bloomington and Normal with the success stories of Diamond Star Motors, State Farm Insurance, Country Companies, and Illinois State University. These leading employers have a major economic impact and their employment needs suggest areas for educational program development. One indication of growth in the region is portrayed by the largest employer, State Farm Insurance who has just announced a major expansion that will result in a 50% increase in employees to over 11,000 in the next seven years. This level of expansion will have a significant multiplier effect on all sectors of the economy. Due to this .mt growth, there will continue to be a strong demand for well trained and qualified workers for technological industrial occupations, as well as for professional business, service, and information processing careers.

Another characteristic of the region that supports the funding of this project is the diversity of the region. This region has strong components in almost every occupational area identified in the labor market information provided by the Illinois Department of Employment Security Occupational Projections, State of Illinois, 1986-2000. Labor market information will be analyzed to determine which occupational areas should have priority in developing Tech Prep Associate degree programs.

As highlighted below, the labor market information indicates that business and industrial technology program areas should be the focus of the initial development of Tech Prep Associate degree programs for the Heartland Community College regions. The data listed below, illustrate the primary occupations, their employment gains or decreases in shear numbers, and their percentage-wise growth or reduction.

	Livingston Co. Employment Change 1986-2000		Blmton/Normal Employment Change 1986-2000		Central Illinois* Employment Change 1985-1995	
Occupations	#	%	#	%	#	%
Managerial/Administrative	89	10.51	2508	36	1456	14
Management/Support	45	13.15	1106	38	464	8
Marketing/Sales	121	12.04	1953	39	2070	14
Technical	93	20.25	549	32	1395	10
Administrative Support (Insurance/Financial)	33	1.32	3265	23	128	.4
Service	392	15.03	2882	28	3607	13
Construction/Trades	61	12.53	739	58	509	10
Mechanics, Installers, Repairers	41	8.37	754	34	561	8
Machinery/Mechanical	33	17.13	290	45	-87	-6
Vehicle/Mobile Equipment Maintenance/Repair	3	1.41	258	31	354	15
Precision Production	91	21.11	492	63	-73	-2
Precision Metal Workers	44	34.33	185	85	-64	-8
Machine Tool Cutting/Forming	69	36.18	303	154		
Metal Fabrication	2	4.28	75	207		

*Central Illinois represents Logan, Sangamon, Menard, Mason, and Tazewell Counties. Portions of which are represented by Lincolnland Regional Delivery System and Heartland Community College.

In addition, interviews with area vocational center directors, regional system teachers, university faculty, and community college administrators, indicate that this data demonstrates that business and industrial technology programs should be the focal point of the initial development of Tech Prep Associate degree programs. From the development of these and other programs over the next five to ten years, a strong nucleus of Tech Prep Associate degree programs for the Heartland Community College and the three regional vocational systems will be inaugurated.

Educational Characteristics:

The makeup of professional education personnel in the regions related to Education for Employment provides a significant positive resource that supports funding this program planning initiative. First, the directors of the three regional Education for Employment systems have significant long-term experience in developing and administering technical programs. Mr. Darren Cox, Mr. Robert Dortch, and Mr. Robert Meeker have received commendations for their professionalism in the administration of their vocational programs. Second, the Heartland Community College Board and the interim president, Dr. Leon Perley, have extensive experience working with other community colleges that have had strong technical programs. Specifically, Heartland Community College Board member, Dr. Art Adams, and Interim President, Dr. Leon Perley have had tremendous success in developing and implementing technical programs at other community colleges. Dr. Adams has worked with several community colleges in completing feasibility studies and utilizing employer advisory groups in developing programs. Dr. Perley is the retired president of Illinois Central College in East Peoria which has many notable and award-winning technical programs.

The relationship that the area vocational centers have with the regional systems in the Heartland Community College region is a positive component for developing business and industrial technology Tech Prep Associate degree programs. Area vocational centers in Lincoln, Bloomington, and Pontiac are directly associated with the regional systems through the regional system directors. Each of the systems' directors are also area vocational center directors. Through this coordination, the centers and regions will provide a number of contributions to completing the Tech Prep Associate degree programs, including their experienced faculty, staff, administrators, and contacts with employers in the regions. In addition, the Heartland Community College has shown initial interest in utilizing the area centers' facilities and equipment for technical courses.

Another positive factor is the experienced faculty and staff at Illinois State University who have been involved with academic/vocational integration projects, Tech Prep Associate degree program development contracts, articulation agreement efforts, liaison relationships between post-secondary and secondary education institutions, as well as facilitating employer advisory groups. These faculty include Dr. Thomas Haynes, Associate Professor of Business and Marketing Education; Dr. Franzie Loepp, Distinguished Professor of Industrial Technology; Dr. Joe Talkington, Professor of Industrial Technology; Dr. Jeff Wood, Associate Professor of Agriculture Education; and Dr. Ralph Wray, Professor of Business and Marketing Education. These university personnel have been eagerly involved in the development and refinement of vocational programs within the three regions, and have offered to provide assistance in meeting the project goals identified in this proposal.

Education for Employment Boards of Control from the three regions have given official support to pursue this project, and have lauded the effort to "step up" the quality of technical programs. Since 1985 and the development of Education for Employment systems in Illinois, these three boards of control have developed a strong interest and commitment in the further development of vocational technical programs to meet the needs of the vast majority of students in their secondary programs. Moreover, they have become more committed to technical education as they developed a better understanding of Tech Prep Associate degree programs and the power of these articulated programs to meet industry needs and to provide high quality employment for students who complete such programs.

Finally, there are a number of local initiatives in the Heartland Community College regions that provide significant support to this effort. Included in these are the McLean County Compact and the Young Adult Problem Study Group. These two affiliated organizations are focusing on the needs and problems of young adults in the community in terms of social, employment, and educational opportunities and services. Second, as part of the McLean-DeWitt Regional Vocational System, a group of twenty employers, representing a diverse cross-section of industries from the Bloomington-Normal and the McLean-DeWitt Regional Vocational System, have identified strengths and weaknesses of high school graduates, and strengths and areas of improvement for secondary programs. All three of these groups are avidly interested in participating in educational program development and change, and would provide willing participants for advisory groups.

Illinois State University is another component of the local initiative, which provides support for this proposal. Illinois State University faculty in vocational and technical education have received support from the Illinois State Board of Education to pursue four major activities in the last year. First, the Applied Academics project is utilizing the McLean-DeWitt Regional Vocational System as a pilot site for the integration of academic and vocational content areas through a number of strategies. These strategies include developing new courses, infusing Applied Academic courses, fostering collaboration activities between academic and vocational teachers, and providing resources for ongoing programs to help build academic and technical skills of students in secondary programs. Second, the McLean-DeWitt Quality Assistance Plan has focused on similar activities, as well as assessing the current status of integration, student performance, course selection, and area vocational center completers. Third, the Business Marketing and Management Teacher Education Initiative project has assisted three community colleges in Illinois to develop Tech Prep Associate degree programs in business. This project is in the process of laying out courses of study in areas such as accounting, business information processing, marketing management, and business data processing. Finally, there is the Revitalizing Vocational Teacher Education Project that focuses on the refinement of vocational teacher education programs. These programs allow preservice and inservice vocational-technical teachers to assist in the development and implementation of Tech Prep Associate degree programs as well as to integrate academic and vocational content. In summary, the efforts of these funded projects can provide valuable assistance in pursuing the overall project goal.

Relationship Characteristics:

The existing professional relationships support the pattern of organization for this project. Many of the relationships that are critical for a successful Tech Prep Associate degree program already exist. These relationships are the ones between and among educators in local post-secondary and secondary schools, employers and educators within the regions, and the existing efforts at collaboration between academic and technical teachers. Academic and technical teachers in the high schools have been working throughout the last two years in the McLean-DeWitt Regional Vocational System on integration activities. Regional systems' directors, university faculty, regional administrators, high school teachers, and community college administrators have been communicating regularly concerning technical programs. University faculty, regional systems' directors, and boards of control have been meeting on a regular basis to discuss issues and cooperatively solve problems. In total, initial relationships will not have to be built before this project can proceed. The existence of positive working relationships with many of the key executive personnel and teachers will provide a fertile landscape from which Tech Prep Associate degree programs can flourish.

Project Organization:

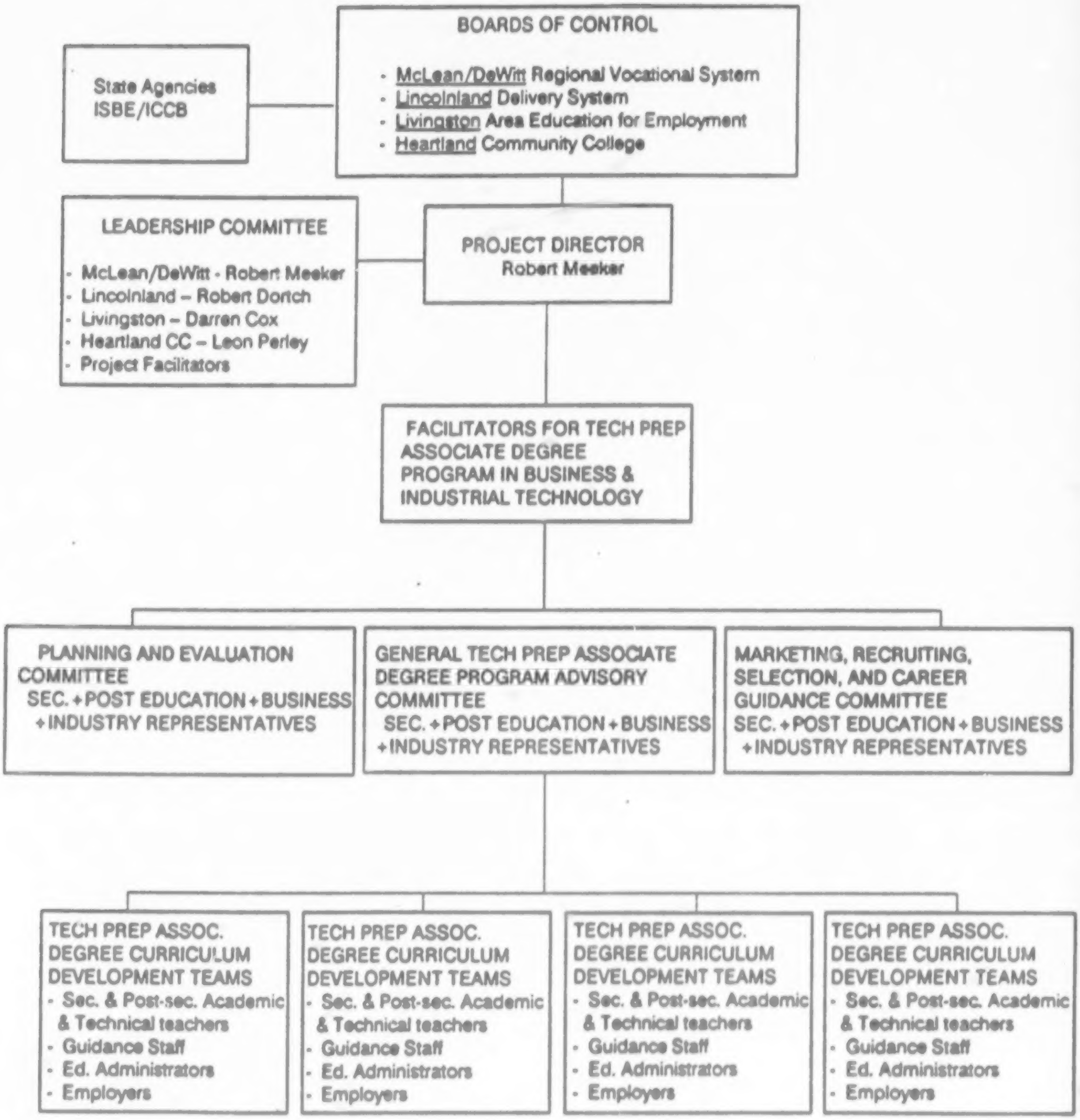
Another positive aspect of this project is the manner in which the regional systems' directors and their respective boards of control have been working over the past five years. They have committed themselves to pursuing Tech Prep Associate degree program planning with Mr. Robert Meeker leading the way as fiscal agent and director. Advising the project director will be the Leadership Committee comprised of the three regional directors and the Heartland

Community College President. The Illinois State Board of Education will provide a contract administrator for advice and consent on project activities. With the utilization of regional system directors, the support and understanding of what is transpiring in this project will be communicated effectively and efficiently to the area vocational centers' and regional systems' staff. Due to the nature of existing technical programs at the area vocational centers and in the regional systems, advisory groups already in place can be utilized and augmented to form the General Tech Prep Associate Degree Program Advisory Committee. Also, due to the collaborative nature of integration projects within the regions, Tech Prep Associate Degree Curriculum Development Teams of secondary and post-secondary teachers and employers will be utilized to develop programs. Finally, Illinois State University faculty members will act as facilitators in moving Tech Prep Associate Degree Curriculum Development Teams along the timeline to completing the project. In addition, an Evaluation and Planning Committee and a Marketing, Recruitment, Selection, and Career Guidance Committee will be formed to assist with Tech Prep Associate degree program implementation. The schematic of the project organization is shown on the following page and depicts the relationship between participants.

In conclusion, this business and industrial technology Tech Prep Associate degree initiative for the Heartland Community College regions is an opportunity that the State Board of Education should not forego. The key components for successful development of these programs are present. A growing, healthy, vibrant economy which demands a high quality educated workforce to be

HEARTLAND COMMUNITY COLLEGE REGIONS

TECH PREP ASSOCIATE DEGREE PROJECT ORGANIZATION


State Agencies
ISBE/ICCB
BOARDS OF CONTROL
- McLean/DeWitt Regional Vocational System
- Lincolnland Delivery System
- Livingston Area Education for Employment
- Heartland Community College
LEADERSHIP COMMITTEE
- McLean/DeWitt - Robert Meeker
- Lincolnland – Robert Dortch
- Livingston – Darren Cox
- Heartland CC – Leon Perley
- Project Facilitators
PROJECT DIRECTOR
Robert Meeker
FACILITATORS FOR TECH PREP ASSOCIATE DEGREE PROGRAM IN BUSINESS & INDUSTRIAL TECHNOLOGY
PLANNING AND EVALUATION COMMITTEE
SEC. + POST EDUCATION + BUSINESS + INDUSTRY REPRESENTATIVES
GENERAL TECH PREP ASSOCIATE DEGREE PROGRAM ADVISORY COMMITTEE
SEC. + POST EDUCATION + BUSINESS + INDUSTRY REPRESENTATIVES
MARKETING, RECRUITING, SELECTION, AND CAREER GUIDANCE COMMITTEE
SEC. + POST EDUCATION + BUSINESS + INDUSTRY REPRESENTATIVES
TECH PREP ASSOC. DEGREE CURRICULUM DEVELOPMENT TEAMS
- Sec. & Post-sec. Academic & Technical teachers
- Guidance Staff
- Ed. Administrators
- Employers
TECH PREP ASSOC. DEGREE CURRICULUM DEVELOPMENT TEAMS
- Sec. & Post-sec. Academic & Technical teachers
- Guidance Staff
- Ed. Administrators
- Employers
TECH PREP ASSOC. DEGREE CURRICULUM DEVELOPMENT TEAMS
- Sec. & Post-sec. Academic & Technical teachers
- Guidance Staff
- Ed. Administrators
- Employers
TECH PREP ASSOC. DEGREE CURRICULUM DEVELOPMENT TEAMS
- Sec. & Post-sec. Academic & Technical teachers
- Guidance Staff
- Ed. Administrators
- Employers

competitive on a global basis is present. It has experienced and committed secondary and post-secondary education professionals that are willing partners in the development of these programs. It has university faculty willing to provide assistance in the development of these programs. It has academic and vocational teachers who have been working together on projects over the last two years. And, it has the commitment of current educational administrators in the regions.

5.2 OBJECTIVES

5.2.1 By August 1, 1991 project staff will develop an organizational structure that will successfully complete the development of Tech Prep Associate degree programs for business and industrial technology education.

5.2.2 By August 31, 1991 project staff will identify four initial Tech Prep Associate degree programs to be established within business and industrial technology areas via reviews of labor market information, interviews of employers, and consultations with educators, including the Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff.

5.2.3 By December 31, 1991 project staff, with the assistance of employers, academic teachers, and vocational teachers, will identify the academic, communication, mathematic, science, computer, and other modern technological skills required of workers in the selected occupational areas.

5.2.4 By June 30, 1992 project staff, with the assistance of teachers, employers and administrators, will develop comprehensive "4 + 2" Tech Prep Associate degree program courses of study that provide sequenced pathways of articulated academic and vocational technical courses, with multiple entry/exit points that prepare students for competitive technical employment in a global society in business and industrial technology program areas. These courses of study will feature integrated and complementary academic and technical instruction that will prepare students for entry into higher education and develop competence in applying academic skills in work-related situations, including the utilization of computers and other modern technologies so that graduates are ready for entry into the workplace.

5.2.5 By October 31, 1991 project staff will conduct inservice orientation activities for teachers, administrators, committees, and employers to facilitate the joint planning activities of academic and technical instructors from all participating agencies so that they may effectively implement the Tech Prep Associate degree courses of study that will be developed during the 1991-92 fiscal year.

5.2.6 By February 15, 1992 project staff will inservice academic and technical teachers, guidance counselors, and educational administrators concerning the importance of and strategies for integrating academic and vocational technical content to build relevance in academic courses, and to strengthen academic competencies through technical instruction.

5.2.7 By June 30, 1992 project staff will develop and acquire approval for articulation agreements that will facilitate the transition of students from secondary to community college instruction, and potentially, from community college to university programs.

5.2.8 By June 30, 1992 project staff will organize and implement an organizational pattern that will plan the marketing, recruiting, selection and career guidance of potential students for the Tech Prep Associate degree programs, including the development of criteria for selection and procedures for recruiting appropriate students to ensure the successful implementation of the Tech Prep Associate degree programs.

5.2.9 By June 30, 1992 project staff will organize key educators and employers to plan effective employment placement procedures and opportunities for program completers.

5.2.10 By June 30, 1992 project staff, with the assistance of the Planning and Evaluation Committee, will develop a long range plan to implement and appropriately expand Tech Prep Associate degree programs developed by this project.

5.3 PROCEDURES

5.3.1 By August 1, 1991 project staff will work with educational institution directors, including McLean-DeWitt Regional [illegible]ational System, Livingston Area Education for Employment System, the Lincolnland Regional Delivery System, and the Heartland Community College to identify membership of the Leadership Committee. This will potentially consist of chief executive officers of all cooperating institutions, and industry representatives from the regions, including regional system boards of control, community college boards of control, representatives of leading employers in the area, chambers of commerce, and representatives of business and education professional organizations (Obj. 5.2.1).

5.3.2 By August 31, 1991 project staff will identify a General Tech Prep Associate Degree Program Advisory Committee (Obj. 5.2.1).

5.3.3 By September 30, 1991 project staff will organize Tech Prep Associate Degree Curriculum Development Teams for each of four initial Tech Prep program areas, two for business and two for industrial technology (Obj. 5.2.1).

5.3.4 By August 31, 1991 project staff will review and analyze labor market information, employer interviews, and educator consultations to identify four specific Tech Prep Associate degree programs in business and industrial technology to be developed during Fiscal Year 92 (Obj. 5.2.2).

5.3.5 By September 15, 1991 project staff will identify secondary programs that contain course and program components which will facilitate the development of Tech Prep programs (Obj. 5.2.2.).

5.3.6 By September 20, 1991 project staff will receive commitment from the leadership of appropriate secondary education institutions to participate in Tech Prep Associate degree program development during Fiscal Year 1992. These schools should have courses and programs that will logically feed into an appropriate Tech Prep Associate degree program (Obj. 5.2.2).

5.3.7 Between September 1 and November 30, 1991 project staff will complete a formal mail survey to employers of potential Tech Prep Associate degree program graduates to identify program completion standards (skills/knowledge) for Tech Prep Associate degree programs. This survey will include the identification of weaknesses of current employees, specific job titles and descriptions utilized in specific career areas, and critical competencies in academic and technical areas, including employability skills. In addition, employers will be queried concerning their potential level of involvement in the Tech Prep Associate degree program and their willingness to provide incentives to graduates of Tech Prep Associate degree programs (Obj. 5.2.3).

5.3.8 Between September 1 and November 30, 1991 project staff will conduct a focus group event for each of the Tech Prep Associate degree programs under development to validate survey results (Obj. 5.2.3).

5.3.9 Between November 30 and December 31, 1991 project staff will acquire employer reactions to identified qualifications and standards through survey and focus group activities (Obj. 5.2.3).

5.3.10 Between January 1 and February 15, 1992 project staff via the four Tech Prep Associate Degree Curriculum Development Teams, will establish initial "4 + 2" courses of study for secondary and post-secondary Tech Prep Associate degree program components (Obj. 5.2.4).

5.3.11 Between February 15 and March 15, 1992 project staff will have Tech Prep Associate Degree Curriculum Development Teams react to initial "4 + 2" courses of study (Obj. 5.2.4).

5.3.12 Between March 15, and April 15, 1992 project staff will acquire employer reactions to proposed courses of study for the four Tech Prep Associate degree programs by comparing courses of study to business and industry standards (Obj. 5.2.4).

5.3.13 Between April 15 and May 15, 1992 project staff, with the advice of the Tech Prep Associate Degree Curriculum Development Teams, will determine course objectives and establish proficiency levels for course objectives (Obj. 5.2.4).

5.3.14 Between April 15, and May 30, 1992 project staff, through the use of Tech Prep Associate Degree Curriculum Development Teams, the Leadership Committee, and boards of control will complete articulation agreements to complete the development of effective and efficient Tech Prep Associate degree programs (Obj. 5.2.4).

5.3.15 Between May 31 and June 30, 1992 project staff will complete the documentation of courses of study, industry standards, and articulation agreements to begin developing understanding, commitment, and support of educators, employers, students, and parents (Obj. 5.2.4).

5.3.16 Between September 15 and October 31, 1991 project staff will conduct an inservice activity for participating educational administrators, guidance counselors, academic teachers, and vocational technical teachers from participating sites to develop awareness, gain interest and develop commitment to the processes that will be utilized during the project year (Obj. 5.2.5).

5.3.17 Between September 15 and October 31, 1991 project staff will provide inservice activity for employers on the General Tech Prep Associate Degree Program Advisory Committee, and Tech Prep Associate Degree Curriculum Development Team (Obj. 5.2.5).

5.3.18 Between December 15 and February 15, 1992 project staff will provide an inservice activity to participating educators and involved employers concerning the role of integrating academic and vocational education to improve the relevance of academic content and strengthen academic instruction in technical courses (Obj. 5.2.6).

5.3.19 Between June 1 and June 30, 1992 project staff will assist boards of control to establish administrative guidelines for Tech Prep Associate degree programs (Obj. 5.2.7).

5.3.20 Between April 15 and June 30, 1992 project staff will assist educational personnel with the development of systems to certify Tech Prep Associate degree program students' competence or educational accomplishment related to credit granting decisions (Obj. 5.2.7).

5.3.21 Between March 15 and June 1, 1992 project staff will organize a Marketing, Recruitment, Selection and Career Guidance Committee to assist, formulate, and implement procedures in these areas (Obj. 5.2.8 and 5.2.9).

5.3.22 Between June 15 and June 30, 1992 project staff, through the Marketing, Recruitment, Selection, and Career Guidance Committee, will prepare selection criteria, recruitment strategies, and retention incentives to maximize student enrollment and retention in Tech Prep Associate degree programs (Obj. 5.2.8 and 5.2.9).

5.3.23 Between June 1 and June 30, 1992 project staff, through the efforts of Tech Prep Associate Degree Curriculum Development Teams, will identify how students who did not participate in secondary Tech Prep programs may acquire access to post-secondary Tech Prep programs (Obj. 5.2.8 and 5.2.9).

5.3.24 Between April 15 and May 15, 1992 project staff will formalize a Planning and Evaluation Committee that will assist institutional officers, the General Tech Prep Associate Degree Program Advisory Committee, and Tech Prep Associate Degree Curriculum Development Teams in the determination and commitment of resources to the planning, implementation, and evaluation of Tech Prep Associate degree programs (Obj. 5.2.10).

5.3.25 Between April 1 and May 1, 1992 project staff will assist the Leadership Committee by utilizing the General Tech Prep Associate Degree Program Advisory Committee and Tech Prep Associate Degree Curriculum Development Teams to develop a long range plan for implementing the initially developed Tech Prep programs, as well as identifying opportunities for expansion and development (Obj. 5.2.10).

5.3.26 Between May 15 and June 30, 1992 project staff, through the Planning and Evaluation Committee, will develop an initial evaluation plan for the four Tech Prep Associate degree programs (Obj. 5.2.10).

5.3.27 Between June 1 and June 30, 1992 project staff, through the Marketing, Recruitment, Selection and Career Guidance Committee, will develop publicity and marketing information to be utilized in promoting the new Tech Prep Associate degree programs (Obj. 5.2.10).

5.3.28 By appropriate negotiated dates, project staff will submit two copies of quarterly reports detailing progress of project activities. Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff will review these for approval (Obj. 5.2.10).

5.3.29 Project staff will submit ten copies of the final report and products resulting from project activities to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education who will review these for approval (Obj. 5.2.10).

5.3.30 By May 1, 1992 project staff will submit a proposal for continuation of this project entitled Phase II Implementation of Tech Prep Programs for the Heartland Community College Regions to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education (Obj. 5.2.10).

5.4 EVALUATION

5.4.1 By August 15, 1991 project staff will gain approval of project organization by local education and employer leaders and the Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff (Obj. 5.2.1; Procedure 5.3.1).

5.4.2 By September 15, 1991 project staff will identify four Tech Prep Associate degree program areas that are approved by local education leaders and Illinois State Board of Education, Department of Adult, Vocational and Technical Education (Obj. 5.2.2; Procedure 5.3.4).

5.4.3 By January 15, 1992 project staff will validate skills required of workers for the four identified Tech Prep Associate degree programs. This validation will be done by employers, academic and vocational teachers, as well as Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff (Obj. 5.2.3; Procedures 5.3.4 through 5.3.9).

5.4.4 By June 30, 1992 project staff will organize "4 + 2" Tech Prep Associate degree programs that have been developed, evaluated, and validated by employers, teachers, administrators, and Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff (Obj. 5.2.4; Procedures 5.3.10 through 5.3.15).

5.4.5 By November 15, 1991 and March 15, 1992 project staff will prepare an evaluation report on inservice activities for teachers, administrators, and employers that were completed in October, 1991 and February, 1992 (Obj. 5.2.5, 5.2.6; Procedure 5.3.16 through 5.3.18).

5.4.6 By June 30, 1992 project staff will acquire approved articulation agreements for proposed Tech Prep Associate degree programs from appropriate education agency personnel (Obj. 5.2.7; Procedures 5.3.19, 5.3.20).

5.4.7 By June 30, 1992 project staff will validate selection criteria and recruitment strategies and procedures developed by the Marketing, Recruitment, Selection, and Career Guidance Committee (Obj. 5.2.8, 5.2.9; Procedures 5.3.21 through 5.3.23).

5.4.8 By June 30, 1992 project staff will use the Planning and Evaluation Committee to acquire support for a long range plan for implementing and expanding the Tech Prep Associate degree programs (Obj. 5.2.10; Procedures 5.3.24 through 5.3.27).

5.4.9 By appropriate dates, project staff will submit two copies of quarterly reports to gain input on processes and outcomes of the project from Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff (Obj. 5.2.1 through 5.2.10; Procedures 5.3.1 through 5.3.28).

5.4.10 By appropriate date, project staff will submit ten copies of the final report to gain input on processes and outcomes of the project from Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff (Obj. 5.2.1 through 5.2.10; Procedures 5.3.1 through 5.3.29).

5.4.11 By May 1, 1992 project staff will submit a locally approved proposal to Illinois State Board of Education, Department of Adult, Vocational and Technical Education to implement four Tech Prep Associate degree programs designed through this project (Obj. 5.2.10; Procedure 5.3.30).

5.5 STATEMENT OF IMPACT

By reaching the ultimate goal of this project, Tech Prep Associate degree program students will be able to meet the demands of the workplace by completing programs of study that integrate college preparatory course work with a rigorous concentration of technical education. Specifically, students will benefit from these programs because:

- Local labor market data were utilized to target Tech Prep Associate degree programs for development.
- Heartland Community College programs, that are just in their infancy, were developed through Tech Prep Associate degree program planning.
- Academic and technical courses were integrated.
- An established and validated pattern for organizing and expanding Tech Prep Associate degree programs in the Heartland Community College regions was utilized to facilitate local educators and employers in developing Tech Prep Associate degree programs.
- Bridges were built between academic and vocational, secondary and post-secondary education, and business, industry and education by utilizing local human resources to develop articulated programs.
- Curricula were revised so that students' academic and vocational abilities are improved so they may fully participate in high-skill, high-wage careers that will lead to improving the productivity of our economy.

5.7 TIME/SEQUENCE CHART

FISCAL YEAR 1991

PROCEDURES	J	A	S	O	N	D	J	F	M	A	M	J
1. Identify membership of the Leadership Committee.	■											
2. Identify a general Tech Prep Associate Degree Program Advisory Committee.	■	■										
3. Organize Tech Prep Associate Degree Curriculum Development Committees.	■	■	■									
4. Review/analyze labor market information, employer interviews, and educator consultations.	■	■										
5. Identify secondary programs containing components.	■	■	■									
6. Receive commitment from secondary regional sites.	■	■	■									
7. Complete employer mail survey.			■	■	■							
8. Conduct focus group event.			■	■	■							
9. Acquire reactions to employer identified qualifications/standards.						■						
10. Establish initial "4 +2" programs of study.							■	■				
11. Program Area Advisory Committees review courses of study.								■	■			
12. Acquire employer reactions to proposed courses of study.									■	■		
13. Determine course objectives and establish proviciency standards.										■	■	
14. Complete articulation agreements.										■	■	
15. Complete documentation for courses of study/industry standards and articulation agreements.												■
16. Conduct an inservice activity.			■	■								
17. Provide inservice orientation for employers.			■	■								

PROCEDURES	J	A	S	O	N	D	J	F	M	A	M	J
18. Provide inservice to educators and employers on role of integration.						▬	▬	▬				
19. Establish administrative guidelines.												▬
20. Develop a system to certify competence or educational accomplishments.	▬	▬	▬	▬	▬	▬	▬	▬	▬	▬		
21. Organize Recruitment, Selection, and Career Guidance Committee.											▬	
22. Prepare selection criteria, recruitment strategies, and incentives.												▬
23. Identify how students may acquire access to post-secondary programs.												▬
24. Formalize planning and evaluation committee.										▬	▬	
25. Develop long range plan for implementing programs.										▬	▬	
26. Develop initial marketing plan for four Tech Prep programs.											▬	▬
27. Develop publicity and marketing information.												▬
28. Submit quarterly reports				▬			▬			▬		
29. Submit final report and products.												▬
30. Submit continuation proposal.											▬	

6. QUALIFICATIONS OF PROJECT STAFF, CONSULTANTS, AND/OR SUBCONTRACTORS

Project Director

Mr. Robert Meeker, Director of McLean/DeWitt Regional Vocational System, experienced professional educator in Illinois for 23 years, ten years as teacher, 13 years as administrator.

Qualifications: Mr. Meeker has been a vocational administrator for the past 13 years, during which time he has been involved with numerous Illinois State Board of Education, Department of Adult, Vocational and Technical Educations grants.

Project Activities: Mr. Meeker will serve as the project director in his capacity as a regional vocational system director for the McLean/DeWitt counties. As such, he will oversee the administrative and accounting functions of the project. He will also supervise the work and activities conducted by other people involved in the project.

Project Consultants

Dr. Joe Talkington, Professor, Industrial Technology Education, Illinois State University; Dr. Ralph Wray, Professor, Business Marketing and Management Education, Illinois State University.

Qualifications:

See attached vitae for experience and qualifications.

Project Activities: These two vocational teacher educators have indicated that they will provide assistance in facilitating Tech Prep Associate degree program development by acting as facilitators. They will facilitate Tech Prep Associate Degree Curriculum Development Teams in their identification of required skills, courses of study, and articulation agreements. In addition, they will facilitate meetings held of the Leadership Committee, General Tech Prep Associate Degree Program Advisory Committee, Planning and Evaluation Committee, and Marketing, Recruitment, Selection and Career

Guidance Committee. They will also be involved with preparing documents and reports to be submitted to project participants and Illinois State Board of Education, Department of Adult, Vocational and Technical Education staff.

7. DELIVERABLES

Progress Reports

Two copies of all quarterly reports will be filed.

Final Reports

Ten copies of the final report will be filed.

Final Products

Required number of copies of the following items:

- Required skills for Tech Prep Associate degree programs
- Courses of study for Tech Prep Associate degree programs
- Articulation agreements for Tech Prep Associate degree programs
- Marketing, Recruitment, Selection, and Career Guidance Committee plans
- Planning and Evaluation Committee reports and plans

8. FACILITIES

Facilities of the McLean/DeWitt Regional Vocational System, Bloomington Area Vocational Center; Lincolnland Delivery System; Livingston Area Education for Employment; and Illinois State University will be utilized at various times to conduct the activities of this project. Cooperation between these organizations has been acquired through the signing off of this document.

APPENDIX

April 23, 1991

ISBE / DAVTE
100 North First Street
Springfield, Il 62777-0001

Dear DAVTE:

This letter is to inform the State Board of Education that the Livingston Area Education for Employment, the Lincolnland Regional Delivery System, the McLean-DeWitt Regional Vocational System, and the Heartland Community College are all in agreement to work together on the "Business and Industry Tech Prep Projects for Heartland Community College Regions" as outlined in the grant proposal. It is clearly understood by the Boards of all four institutions that approval of the grant by ISBE is contingent upon a firm commitment by all four institutions to work together for the success of these projects.

Sincerely,

Board Chair Livingston Area Education for Employment

Thomas Emery

Board Chair Lincolnland Regional Delivery System

Leonard Roberts (RB)

Board Chair McLean-DeWitt Regional Vocational System

Board Chair Heartland Community College

VITA

NAME & ADDRESS: ROBERT B. MEEKER
312 RALEIGH CT.
NORMAL, IL 61761

PHONE: 309-452-0672

EDUCATION:

1964-1968	Wichita State University, Wichita, Kansas Bachelor of Arts—History/Political Science
1968-1969	Wichita State University, Wichita, Kansas Master of Education—Secondary Education
1971-1979	Southern Illinois University, Edwardsville, Illinois. Additional 72 hours Graduate Work
1986-1987	Illinois State University, Normal Illinois Certificate of Advanced Study (CSBO)

CERTIFICATION: State of Illinois — Adm. CSBO expected by Fall of 1987, Type 75, Teaching — High School 6-12 and Elementary K-9

HONORS:
Dean's List Wichita State University
Cum Laude Wichita State University
Kappa Delta Pi Honor Society
Outstanding Youth Educator for 1978, Edwardsville Jaycees
Service Award McLean County Private Industry Council
Outstanding Leadership Award Regional United Private Industry Council
Outstanding Administrator Award, Ill. State Board of Ed.

TEACHING EXPERIENCE:

1968-1969	Wichita Public Schools, High School & Jr. High
1969-1976	Edwardsville Public Schools, Junior High
1974-1979	Lewis & Clark Community College, GED Program
1976-1978	Edwardsville Public Schools, Intermediate Level
1978-1979	Edwardsville Public Schools, Primary Level
1979-1983	Bloomington Public Schools, Supervisor of Adult Education
1983-1987	Bloomington Public Schools, Manager of Adult & Voc. Ed.
1984-1987	Bloomington Public Schools, Special Assignments: Toxic Compliance Administrator (EPA, IDOL, & IDPH); Microcomputer Administrator (289 micros); Business Department Consultant
1987-1991	Bloomington Public Schools, Director Adult & Voc. Ed.

ADDITIONAL EDUCATIONAL EXPERIENCE:

1971-1972	Social Studies Curriculum Development Committee
1973-1974	Spelling & Writing Curriculum Development Committee
1974-1976	Yearbook Sponsor
1977-1978	Committee for the Development of District Discipline Policy
1977-1978	Piloted a Handwriting Program
1984-1985	DACUM Curriculum for Microcomputers State of Illinois
1984-1985	Chairman of Alternative School Steering Committee
1984-1985	Board Member Region 16 United Private Industry Council
1984-1985	Member of the McLean County Economic Development Council
1984-1986	Chairman District 87 Alternative Education Study Committee
1985-1987	Chairman McLean & DeWitt Counties Education for Employment Planning Council
1986-1987	Chairman District 87 Microcomputer Curriculum Committee
1989-1990	Chairman Region 4 Vocational Council
1990-1991	Treasurer Region 4 Vocational System Council
1990-1991	Board Member Illinois Council Vocatonal Adm.
1990-1991	Secretary Area Vocational Director's Council

VITA

Joe E. Talkington
Professor of Industrial Technology
Illinois State University

EDUCATION

B.S.	Oklahoma State University	1954
A.M.	University of Northern Colorado	1958
Ed.D.	University of Northern Colorado	1962

EMPLOYMENT

1954-1956	Lt. in U.S. Air Force
1956-1960	Ind. Arts Teacher, Midland High School (Texas)
1960-1961	Graduate Fellowship, University of Northern Colorado
1961-1962	Acting Director of Financial Aids, University of Northern Colorado
1962-1969	Faculty member of Industrial Technology Department
1969-1978	Chairperson of Industrial Technology Department
1972-1978	Chairperson of Home Economics Department
1978-Present	Faculty member of Industrial Technology Department

RESEARCH GRANTS

1967	NDEA Institute on "Automated Drafting and Numerical Control"
1968	NDEA Institute on "Computer Graphics"
1969	EPDA Institute on "Computer Applications"
1988	Applied Basics Grant - Illinois State Board of Education/Department of Adult, Vocational and Technical Education
1989	Applied Academics Grant - Illinois State Board of Education/Department of Adult, Vocational and Technical Education
1990	Raising Academic Achievement Thru Integration Illinois State Board of Education/Department of Adult, Vocational and Technical Education

OTHER RELATED ACTIVITY

Consultant on Computer Technology - Board of Higher Education (State of New Jersey)

RESUME'

NAME:

Ralph D. Wray

Address:

Home:
1811 Widemere Drive
Normal, IL 61761
(309) 452-7813

Business:
Department of Business Education & Administrative Services
College of Business
Illinois State University
343 Williams Hall
Normal, IL 61761
(309) 438-7842

Education:

Ed.D., 1970, Indiana University, Bloomington, Indiana
Major: Vocational Education
Minor: Business Administration

M.S., 1966, Indiana University, Bloomington, Indiana
Major: Vocational Education
Minor: Marketing

B.S., 1964, Indiana University, Bloomington, Indiana
Major: Business and Distributive Education

Teaching Experience:

Professor, Illinois State University, Normal, Illinois, 1976 - present
Associate Professor, Illinois State University, Normal, Illinois, 1973-1976
Assistant Professor, Illinois State University, Normal, Illinois, 1970-1973

Instructor and Graduate Assistant, Indiana University, Bloomington, Indiana, 1969-1970

Teacher and Department Chair, North Lawrence Community Schools, Bedford, Indiana, 1966-1969

U. PRESENTATION MATERIALS FROM CHICAGO PUBLIC SCHOOL DISTRICT INSERVICE ACTIVITY

THE WORKPLACE AND WORKFORCE

OF THE 1990'S

FOCUS ON CHANGE

"LIFE BELONGS TO THE LIVING,
AND HE WHO LIVES
MUST BE PREPARED FOR CHANGE."

JOHANN WOLFGANG VON GOETHE

TREND: CHANGE IS PERVASIVE IN OUR SOCIAL, FAMILY, WORKPLACE AND SPIRITUAL SPHERES.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS ASSIST STUDENTS IN FUNCTIONING EFFECTIVELY IN A CONSTANTLY CHANGING ENVIRONMENT?

TREND: IT IS ESTIMATED THAT WE WILL CHANGE CAREERS 3-5 TIMES AND JOBS 7-10. THIS IS MUCH MORE FREQUENT THAN 10-20 YEARS AGO WHEN 2 CAREERS 3-4 JOBS WERE THE AVERAGE.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR CAREER AND JOB CHANGES THAT WILL UNDOUBTEDLY CONFRONT THEM THROUGHOUT THEIR LIFE?

FOCUS ON WORKFORCE DEMOGRAPHICS

"OTHER LANDS HAVE THEIR VITALITY
IN A FEW, A CLASS,
BUT WE HAVE IT
IN THE BULK OF OUR PEOPLE."

WALT WHITMAN

TREND: THREE MAJOR DEMOGRAPHIC CHANGES ARE AFFECTING THE WORKFORCE. THESE ARE THE DECREASING NUMBERS OF YOUNG ADULTS ENTERING THE WORKFORCE; THE INCREASING CULTURAL DIVERSITY OF SOCIETY; AND THE INCREASING NUMBER OF OLDER WORKERS.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR A DIVERSE AND OLDER WORKFORCE THAT WILL PLACE A PREMIUM ON QUALIFIED YOUNG WORKERS?

FOCUS ON GLOBALIZATION

"ON A SHRUNKEN GLOBE,
MEN CAN NO LONGER LIVE LIKE STRANGERS."

ADLAI E. STEVENSON

TREND: INCREASINGLY, BUSINESS ACTIVITIES HAVE A GLOBAL COMPONENT. NEW BUSINESS OPPORTUNITIES IN TRADITIONAL INDUSTRIALIZED COUNTRIES WILL APPEAR AS WELL AS A LITERAL EXPLOSION OF NEW ACTIVITY IN MANY DEVELOPING ECONOMIES AROUND THE WORLD.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS BUILD THEIR STUDENTS' GLOBAL AWARENESS AND UNDERSTANDING TO BE EFFECTIVE IN A GLOBAL MARKETPLACE?

FOCUS ON TECHNOLOGY

"AS TECHNOLOGICAL ACHIEVEMENTS
CONTINUE TO MOUNT,
THE NORMAL LIFE SPAN
WILL CONTINUE TO CLIMB.
THE HOURLY PRODUCTIVITY OF THE WORKER
WILL INCREASE."

DWIGHT D. EISENHOWER

TREND:	TECHNOLOGY IS BEING APPLIED TO A WIDE VARIETY OF WORK ACTIVITIES. THESE APPLICATIONS EITHER "UPSKILL" OR "DESKILL" WORKER JOB DUTIES.
CHALLENGE:	HOW CAN VOCATIONAL EDUCATORS PROCEED WITH INFUSING TECHNOLOGY INTO THEIR PROGRAMS SO THAT STUDENTS ARE PREPARED FOR CHALLENGING JOBS AND NOT JUST JOBS THAT WILL BE DESKILLED?

TREND: TECHNOLOGY WILL INCREASINGLY BE UTILIZED TO REDUCE MONOTONOUS AND HAZARDOUS WORK DUTIES, AS WELL AS APPLIED TO NEW & NOVEL ACTIVITIES THAT ARE UNKNOWN.

CHALLENGE: HOW CAN VOCATIONAL EDUCATORS DEVELOP OR MAINTAIN TECHNOLOGICAL EQUIPMENT TO KEEP THEIR PROGRAMS UP-TO-DATE?

FOCUS ON ORGANIZATION & MARKETPLACE

"THE ART OF PROGRESS IS
TO PRESERVE ORDER AMID CHANGE,
AND TO PRESERVE CHANGE AND ORDER."

ALFRED NORTH WHITEHEAD

TREND: ORGANIZATIONAL STRUCTURES ARE BEING FLATTENED IN ORDER TO REDUCE THE TIME IT TAKES TO COMMUNICATE, AND DEVELOP AND DELIVER PRODUCTS AND SERVICES.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR BROADER, LESS WELL DEFINED WORK ROLES DUE TO FLATTER ORGANIZATIONS?

TREND: EMPLOYMENT CONTRACTS ARE CHANGING FROM LOYALTY TO PERFORMANCE, STABILITY TO UNCERTAINTY, PERMANENT TO CONTRACT, ORGANIZATIONAL COMMITMENT TO SELF COMMITMENT, AND ORGANIZATIONAL EXPANSION TO ORGANIZATIONAL DOWNSIZING.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR LESS WELL DEFINED SELF-NEGOTIATED EMPLOYMENT CONTRACTS?

TREND: COLLABORATIVE INTERACTION BETWEEN CUSTOMER, PRODUCER, AND SUPPLIER IS INCREASING. THEIR IS LESS COMPETITIVE BIDDING BETWEEN COMPONENT PART SUPPLIERS FOR CONTRACTS WITH FINISHED PRODUCT MANUFACTURERS. CUSTOMERS ARE MORE CONCERNED WITH QUALITY ISSUES THAN PRICE.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS TO BE COLLABORATIVE PARTICIPANTS RATHER THAN COMPETITORS?

TREND: THE MARKETPLACE HAS CHANGED FROM A MASS PRODUCTION ORIENTATION TO A CUSTOMIZATION PERSPECTIVE.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS REINFORCE THE NEED TO ADAPT PRODUCTS AND SERVICES TO MEET CUSTOMER NEEDS?

FOCUS ON JOB SKILLS

"FOREWARNED, FOREARMED."

BENJAMIN FRANKLIN

TREND: MORE AND MORE JOBS REQUIRE ADVANCED (POST-SECONDARY LEVEL) EDUCATION. CONCURRENTLY, MANY OF THE DUTIES ASSOCIATED WITH THESE JOBS REQUIRE ONLY A BASIC SKILLS (SECONDARY LEVEL) PREPARATION.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR A WORK ENVIRONMENT WHERE OVER-EDUCATED PEOPLE ARE HIRED FOR BASIC SKILL JOBS?

TREND: DUE TO, ALL OF THESE CHANGES, ADAPTABLE AND FLEXIBLE INDIVIDUALS ARE IN HIGH DEMAND FOR GOOD PAYING JOBS.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS TO BE FLEXIBLE AND ADAPTABLE WORKERS? AND, WHAT SKILLS SHOULD STUDENTS POSSESS TO BE HIGHLY REGARDED EMPLOYEES?

BASIC WORKPLACE SKILLS

FOR THE 1990'S AND BEYOND

- SPEAK, LISTEN, WRITE, READ ACCURATELY
- COMPUTE BASIC ARITHMETIC AND STATISTICAL CALCULATIONS ACCURATELY
- ACQUIRE UNDERSTANDING AND SKILLS ON THEIR OWN
- THINK, SOLVE PROBLEMS, AND MAKE DECISIONS, UTILIZING VALID PROCESSES AND COMMON SENSE
- ADAPT AND BE FLEXIBLE TO CHANGE
- EXHIBIT A POSITIVE ATTITUDE AND PERFORM DUTIES WITH A POSITIVE WORK ETHIC
- INITIATE JOB DUTIES WITHOUT A DIRECT ASSIGNMENT FROM A SUPERVISOR

- PERFORM EFFECTIVELY WITH A VARIETY OF WORK GROUPS
- ASSIST IN BUILDING COHESIVE WORK GROUPS
- DEVELOP AND MAINTAIN POSITIVE RELATIONS WITH SUPERVISORS AND OTHER EMPLOYEES
- USE CREATIVITY TO TAKE ADVANTAGE OF OPPORTUNITIES
- UNDERSTAND THE ECONOMICS AND CULTURE OF WORK
- DEVELOP ONESELF PERSONALLY AND CAREER-WISE
- UTILIZE GOAL SETTING, PLANNING, AND ORGANIZING PROCESSES TO PROGRESS IN WORK AND PERSONAL ACTIVITIES

THE WORKPLACE AND WORKFORCE

OF THE 1990'S

FOCUS ON CHANGE

"LIFE BELONGS TO THE LIVING,
AND HE WHO LIVES
MUST BE PREPARED FOR CHANGE."

JOHANN WOLFGANG VON GOETHE

TREND: CHANGE IS PERVASIVE IN OUR SOCIAL, FAMILY, WORKPLACE AND SPIRITUAL SPHERES.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS ASSIST STUDENTS IN FUNCTIONING EFFECTIVELY IN A CONSTANTLY CHANGING ENVIRONMENT?

TREND: IT IS ESTIMATED THAT WE WILL CHANGE CAREERS 3-5 TIMES AND JOBS 7-10. THIS IS MUCH MORE FREQUENT THAN 10-20 YEARS AGO WHEN 2 CAREERS 3-4 JOBS WERE THE AVERAGE.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR CAREER AND JOB CHANGES THAT WILL UNDOUBTEDLY CONFRONT THEM THROUGHOUT THEIR LIFE?

FOCUS ON WORKFORCE DEMOGRAPHICS

"OTHER LANDS HAVE THEIR VITALITY
IN A FEW, A CLASS,
BUT WE HAVE IT
IN THE BULK OF OUR PEOPLE."

WALT WHITMAN

TREND: THREE MAJOR DEMOGRAPHIC CHANGES ARE AFFECTING THE WORKFORCE. THESE ARE THE DECREASING NUMBERS OF YOUNG ADULTS ENTERING THE WORKFORCE; THE INCREASING CULTURAL DIVERSITY OF SOCIETY; AND THE INCREASING NUMBER OF OLDER WORKERS.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR A DIVERSE AND OLDER WORKFORCE THAT WILL PLACE A PREMIUM ON QUALIFIED YOUNG WORKERS?

FOCUS ON GLOBALIZATION

"ON A SHRUNKEN GLOBE,
MEN CAN NO LONGER LIVE LIKE STRANGERS."

ADLAI E. STEVENSON

TREND: INCREASINGLY, BUSINESS ACTIVITIES HAVE A GLOBAL COMPONENT. NEW BUSINESS OPPORTUNITIES IN TRADITIONAL INDUSTRIALIZED COUNTRIES WILL APPEAR AS WELL AS A LITERAL EXPLOSION OF NEW ACTIVITY IN MANY DEVELOPING ECONOMIES AROUND THE WORLD.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS BUILD THEIR STUDENTS' GLOBAL AWARENESS AND UNDERSTANDING TO BE EFFECTIVE IN A GLOBAL MARKETPLACE?

FOCUS ON TECHNOLOGY

"AS TECHNOLOGICAL ACHIEVEMENTS
CONTINUE TO MOUNT,
THE NORMAL LIFE SPAN
WILL CONTINUE TO CLIMB.
THE HOURLY PRODUCTIVITY OF THE WORKER
WILL INCREASE."

DWIGHT D. EISENHOWER

TREND: TECHNOLOGY IS BEING APPLIED TO A WIDE VARIETY OF WORK ACTIVITIES. THESE APPLICATIONS EITHER "UPSKILL" OR "DESKILL" WORKER JOB DUTIES.

CHALLENGE: HOW CAN VOCATIONAL EDUCATORS PROCEED WITH INFUSING TECHNOLOGY INTO THEIR PROGRAMS SO THAT STUDENTS ARE PREPARED FOR CHALLENGING JOBS AND NOT JUST JOBS THAT WILL BE DESKILLED?

TREND: TECHNOLOGY WILL INCREASINGLY BE UTILIZED TO REDUCE MONOTONOUS AND HAZARDOUS WORK DUTIES, AS WELL AS APPLIED TO NEW & NOVEL ACTIVITIES THAT ARE UNKNOWN.

CHALLENGE: HOW CAN VOCATIONAL EDUCATORS DEVELOP OR MAINTAIN TECHNOLOGICAL EQUIPMENT TO KEEP THEIR PROGRAMS UP-TO-DATE?

FOCUS ON ORGANIZATION & MARKETPLACE

"THE ART OF PROGRESS IS
TO PRESERVE ORDER AMID CHANGE,
AND TO PRESERVE CHANGE AND ORDER."

ALFRED NORTH WHITEHEAD

TREND: ORGANIZATIONAL STRUCTURES ARE BEING FLATTENED IN ORDER TO REDUCE THE TIME IT TAKES TO COMMUNICATE, AND DEVELOP AND DELIVER PRODUCTS AND SERVICES.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR BROADER, LESS WELL DEFINED WORK ROLES DUE TO FLATTER ORGANIZATIONS?

TREND: EMPLOYMENT CONTRACTS ARE CHANGING FROM LOYALTY TO PERFORMANCE, STABILITY TO UNCERTAINTY, PERMANENT TO CONTRACT, ORGANIZATIONAL COMMITMENT TO SELF COMMITMENT, AND ORGANIZATIONAL EXPANSION TO ORGANIZATIONAL DOWNSIZING.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR LESS WELL DEFINED SELF-NEGOTIATED EMPLOYMENT CONTRACTS?

TREND: COLLABORATIVE INTERACTION BETWEEN CUSTOMER, PRODUCER, AND SUPPLIER IS INCREASING. THEIR IS LESS COMPETITIVE BIDDING BETWEEN COMPONENT PART SUPPLIERS FOR CONTRACTS WITH FINISHED PRODUCT MANUFACTURERS. CUSTOMERS ARE MORE CONCERNED WITH QUALITY ISSUES THAN PRICE.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS TO BE COLLABORATIVE PARTICIPANTS RATHER THAN COMPETITORS?

TREND: THE MARKETPLACE HAS CHANGED FROM A MASS PRODUCTION ORIENTATION TO A CUSTOMIZATION PERSPECTIVE.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS REINFORCE THE NEED TO ADAPT PRODUCTS AND SERVICES TO MEET CUSTOMER NEEDS?

FOCUS ON JOB SKILLS

"FOREWARNED, FOREARMED."

BENJAMIN FRANKLIN

TREND: MORE AND MORE JOBS REQUIRE ADVANCED (POST-SECONDARY LEVEL) EDUCATION. CONCURRENTLY, MANY OF THE DUTIES ASSOCIATED WITH THESE JOBS REQUIRE ONLY A BASIC SKILLS (SECONDARY LEVEL) PREPARATION.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS FOR A WORK ENVIRONMENT WHERE OVER-EDUCATED PEOPLE ARE HIRED FOR BASIC SKILL JOBS?

TREND: DUE TO, ALL OF THESE CHANGES, ADAPTABLE AND FLEXIBLE INDIVIDUALS ARE IN HIGH DEMAND FOR GOOD PAYING JOBS.

CHALLENGE: HOW SHOULD VOCATIONAL EDUCATORS PREPARE STUDENTS TO BE FLEXIBLE AND ADAPTABLE WORKERS? AND, WHAT SKILLS SHOULD STUDENTS POSSESS TO BE HIGHLY REGARDED EMPLOYEES?

BASIC WORKPLACE SKILLS
FOR THE 1990'S AND BEYOND

- SPEAK, LISTEN, WRITE, READ ACCURATELY
- COMPUTE BASIC ARITHMETIC AND STATISTICAL CALCULATIONS ACCURATELY
- ACQUIRE UNDERSTANDING AND SKILLS ON THEIR OWN
- THINK, SOLVE PROBLEMS, AND MAKE DECISIONS, UTILIZING VALID PROCESSES AND COMMON SENSE
- ADAPT AND BE FLEXIBLE TO CHANGE
- EXHIBIT A POSITIVE ATTITUDE AND PERFORM DUTIES WITH A POSITIVE WORK ETHIC
- INITIATE JOB DUTIES WITHOUT A DIRECT ASSIGNMENT FROM A SUPERVISOR

- PERFORM EFFECTIVELY WITH A VARIETY OF WORK GROUPS
- ASSIST IN BUILDING COHESIVE WORK GROUPS
- DEVELOP AND MAINTAIN POSITIVE RELATIONS WITH SUPERVISORS AND OTHER EMPLOYEES
- USE CREATIVITY TO TAKE ADVANTAGE OF OPPORTUNITIES
- UNDERSTAND THE ECONOMICS AND CULTURE OF WORK
- DEVELOP ONESELF PERSONALLY AND CAREER-WISE
- UTILIZE GOAL SETTING, PLANNING, AND ORGANIZING PROCESSES TO PROGRESS IN WORK AND PERSONAL ACTIVITIES

V. WESTINGHOUSE VOCATIONAL HIGH SCHOOL TECH PREP CURRICULUM AND GRANT PROPOSALS

WESTINGHOUSE VOCATIONAL HIGH SCHOOL

INTEGRATED TECH PREP CURRICULUM FOR THE FRESHMAN LEVEL

Stanton P. Payne, Principal
Lona C. Bibbs, Assistant Principal
Carol Sharp, Program Coordinator

Draft 1

INTEGRATED CURRICULUM MATRIX

Freshman Level

In April, 1991 the following Westinghouse Vocational High School personnel met to discuss curriculum alternatives for the freshman level courses in the School of Commerce and Communication. The faciliators for the meeting were Drs. Joe Talkington and Franzie Loepp of Illinois State University.

Westinghouse Vocational High School Teachers:

????

WEEK 1

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Orientation	Discussion of rules and regulations Materials required Distribution of books Notetaking exercises
Biology	Orientation	Class Requirements Evaluation Procedures Supplies and Fees Notetaking activity
Algebra I	Language frequently used in Mathematics (variable, constant, whole number) Setting up an effective notebook format and study skills Symbols used in math	Notetaking skills Games (Math Bingo) HM Study Skills program Reinforcement sheets Test
Music	Orientation	Rules and Regulations of class Requirements of class (fees) Overview of class Grading Procedure Notetaking skills
P.E.	Orientation	Rules and Requirements Safety Preparation Pre-testing Grading Procedure
Computer	Introduction to computer History of computers Parts of computers Computer terms	Keyboarding Home row keys
Communication Technology	Orientation Overview of class Class Requirements Grading Procedures	Drafting, A communication exercise Communication process activity, Sketching one-view drawings
Counseling	Orientation Transitional Awareness (help students feel welcome) Student responsibilities (help students understand their role)	Group counseling sessions Identify differences and similarities between elementary and high school Describe rules, regulations and rationale regarding dependability and punctuality through role playing activities

WEEK 2

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Introduction to writing skills	Writing sample Students interview each other Short introduction of partner to class
Biology	Importance of Biology Responsibilities of Biologist Contributors to Biology	One-page paper using library
Algebra I	Using basic operations with whole numbers, fractions, and decimals	Book Worksheets
Music	Overview of: rhythm, melody, harmony, form, timbre	Survey students' knowledge of music (e.g., singing, lessons, grammar school experience) Have students define and discuss terms Teacher demonstrate each term
P.E.	Physical fitness testing History, rules, skills, scoring, and safety rules for flag football and soccer	Students have conditioning activity Play flag football and soccer
Computer	Introduction to keys	AQZ SWX
Communication Technology	Sketching pictorial drawings	Sketch items in the classroom
Counseling	Counseling/Support Services Students should know who and what help is available as they proceed through four years of high school	Introduce and acquaint students with counseling and support services Counselors, School nurse Social worker, Psychologist Speech therapist, Tutors, etc.

WEEK 3

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Review "a, an rule"	Work on biology paper
Biology	Review note taking, technical report writing, outlining, safety rule	Organize notebook for class
Algebra I	Standard/Metric measurement Converting measurement Learning basic measurement Liquid weight, length/distance and area/volume	Applied mathematics series, including video, exercises in book, experiments
Music	Music notation Staff Treble clef Base clef Naming lines and spaces	Teacher demonstration and discussion Students practice writing music
P.E.	Soccer/flag football skills	One-on-one skill building practice Skill building
Computer	Keyboarding DEC FRV	Practice using computer keyboard
Communication Technology	Sketching multi-view drawings	Sketch three views of rectangular block Block with one corner removed Block with whole, etc.
Counseling	Self awareness and build positive self image	Students examine likes and dislikes, interest, initiative, values vs. behaviors

WEEK 4

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Introduce short story Element of short story Singular and plural verb	Reading Use elements to construct short story
Biology	Lab procedures using text book measurement	Lab experiment Collect data Write conclusions Discussion
Algebra I	Use measuring instruments	Measure items, i.e. weight, liquids, lengths, distances, area/volume
Music	Clef signs, bar lines, measures	Draw symbols Review lines and spaces in both clefs and name notes
P.E.	Skill test, written test	Inter-class competition in soccer and flag football
Computer	Keys	Keyboard practice
Communication Technology	Dimensioning multi-view drawing Measurement	Sketch and dimension simple multi-view drawings
Counseling	Value clarification	Students identify what is most important to them Examine behaviors that reinforce important values

WEEK 5

CURRICULUM AREA	TOPICS	ACTIVITIES
English	It's versus its Short story continued	Work with students as they write their short stories
Biology	Importance of living things on human life Measure contributors to Biology	Use microscope Make slides Write paper on one scientist/biologist
Algebra I	Mathematical sequence of operation	Book exercises Reinforcement Test Puzzles Computers
Music	Notes and note values Rest and rest values	Teacher demonstration Students practice on music manuscript paper
P.E.	Review rules/scoring	Team play Skill test Written test
Computers	Keyboarding continued HYN JUM	Keyboard practice
Communication Technology	Reading multi-view drawings	Give multi-view drawings and have students provide information
Counseling	Career Goals	Rank order careers Select potential career goal Education needed to obtain goal Determine options available

WEEK 6

CURRICULUM AREA	TOPICS	ACTIVITIES
English	There/their/they're Continue short story	Work on short story Review biology paper
Biology	Review measurement (check with math teachers)	Conduct problem solving experiments Use scientific method
Algebra I	Math terminology pertaining to variables Substitution Fractions/decimals	Book exercises Reinforcement worksheets Test
Music	Identify music element in traditional folk songs	Test on music element Sing folk song
P.E.	Recreational activities Bowling, golf, table tennis,	Present history, rules, safety Work on skills
Computer	KI;LO	Keyboarding practice
Communication Technology	Architectural floor plans	Develop floor plan for one bedroom apartment
Counseling	Study skills	Reinforce need to organize thoughts, take notes, manage time, keep notebooks, and keep records

WEEK 7

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Capitalization/punctuation Library Research	Introduction to library Survey materials Bib cards Note taking Outlining
Biology	Develop class project	Upgrade class notebook Review diagrams, experiments, outlines
Algebra I	Writing English phrases in mathematical terms	Video games reinforcement
Music	Rhythm	Listen to rhythms of music from different time periods
P.E.	Table tennis, golf, bowling	Practice individual skills
Computer	P,. Time writings	Keyboard practice
Communication Technology	Read architectural floor plan	Students locate information on given floor plans
Counseling	Test taking skills	Importance of preparation, rest, and nutrition
	Quarter exams; semester finals, TAP testing	Discuss types of questions Rationale for testing

WEEK 8

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Starting sentences with and, but, so Library Research paper	End notes Bibliography Quotation and summary information
Biology	Select science fair project	Problems, hypothesis, materials, procedures, conclusion, discussion, library work and experiments
Algebra 1	Learning to combine like terms and usage of algebraic language	Book exercise Reinforcement Computer
Music	Rhythm	Have students practice given rhythms Have students create own rhythm
P.E.	Rotate students through individual recreational activities	
Computer	Left shift key and right shift key	Keyboard practice
Communication Technology	Sketching a schematic diagram	Use symbols to sketch given devise
Counseling	Student assessment	Tap test Semester exam

WEEK 9

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Research paper	Writing a paper Peer editing and rewriting
Biology	The microscopic living world Bacteria, plants, animals, hydra planaria, spores	Discover relationships between living things Work on science fair project
Algebra I	Apply laws of exponents	Book exercises Video Reinforcements
Music	Accented and unaccented beats	Demonstrate accented and unaccented beats. Students create rhythmic sound.
P.E.	Rotate students through individual recreational activities	
Computer	Time trials	Practice
Communication Technology	Reading a schematic diagram	Students provide information from given schematic diagrams of simple items they bring from home
Counseling	Student progress	Help students understand what grades mean and their impact on their future

WEEK 10

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Movie review	View movie Write review
Pronoun antecedent agreements		
Biology	Biology in society	Read newspapers, booklet, magazine Write report on importance of biology in the real world
Algebra I	Basic operations with signed numbers	Book exercises, reinforcements, puzzles, experiments
Music	Rhythm continued	Practice rhythms with body movement
P.E.	Rotate students through individual recreational activities	
Computer	Speed	Time trials
Communication Technology	Sketching graphs and charts	Gather and present data
Counselor	Evaluation	Help student review academic progress and evaluate integrated program

WEEK 11

CURRICULUM AREA	TOPICS	ACTIVITIES
English Skill: Subject/verb agreement	Letter writing	Write letter to pen pal
Biology	Cell reproduction	Use microscope to identify stages of cell reproduction
Algebra I	Graphing (see Communication Technology)	Collect and graph data
Music	Key signature	Sing songs in different key signatures
P.E.	Personal health, fitness, and body awareness	
Computer	Word processing skills correcting misspelling, correcting grammatical errors	Type letters assigned in English class
Communication Technology	Reading graphs and charts	Given various graphs and charts, provide information to make decision
Counseling		

WEEK 12

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Skill:Hyphenating	
Biology	Reproduction, digestion, locomotion, ingestion, and respiration	Dissecting
Algebra I	Solving linear equations	Book exercises Test Computer
Music	Writing original music	Using music fundamentals to create music
P.E.	Personal health continued	
Computer	Word Processing continued	Word process Biology and English paper to improve quality of notebook
Communication Technology	Mapping	Draw local map and read city-wide, state, and national maps to plan a vacation
Counseling		

WEEK 13

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Question/Answer	
Biology	Classification of living things	Unicellular Multicellular Chemical reaction in the cell
Algebra I	Solving linear equation	Book exercises Reinforcement Test
Music		
P.E.	Family living/sex education	Focus on family unit mother/father children/extended members community/agencies
Computers	Cardboard Keyboard practice	
Communication Technology	Desktop publishing	Layout and design
Counseling		

WEEK 14

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Newsletter writing	Who, What, When, Where, How
Biology	Cell Wall, Nucleus, Membrane, Cytoplasm Protoplasa, Chromosomes	Discussion
Algebra I	Solving linear equations with decimals and fractions	Book assignment Reinforcement Video Tests Computer
Music	Playing scales	Practice scales
P.E.	Human sexuality	Male reproductive system Female reproductive system
Computer	Word processing of newsletter	
Communication Technology	Introduction to "Newsroom" Occupations in publishing	Work on newsletter design
Counseling		

WEEK 15

CURRICULUM AREA	TOPICS	ACTIVITIES
English	Editing, Proofing	Edit and proof newsletter articles
Biology	Investigating function Evaluating development	Learn vocabulary
Algebra I	Inequalities/Solving equations	Book exercises Reinforcements Tests Computer
Music	Playing music	
P.E.	Human development continued	
Computer	Type assignments from other classes	
Communication Technology	Reproduce, collate and market newsletter	
Counseling		

WEEK 16

CURRICULUM AREA	TOPICS	ACTIVITIES
English		
Biology	Evaluation Fossil study Geology of evolution	Visit museum
Algebra I Problem solving	Number problem Age problems	Video Book exercises Experiment
Music	Intervals	
P.E.	Diseases/agencies STDS common to male/female Agencies Medical treatment Information counsel	
Computer	Deleting Type over Proofing Correcting	
Communication Technology	Photography	
Counseling		

WEEK 17

CURRICULUM AREA	TOPICS	ACTIVITIES
English		
Biology	Protozoan Development of digestive systems Mouth Gullet Digestive tract	
Algebra I	Solving problems about perimeter, area, and formulas	Book exercises Reinforcements Experiments
Music	Playing the pianica	
P.E.	Diseases/agencies STDS common to male/female Agencies Medical treatment Information counsel	
Computer		
Communication Technology		
Counseling		

WEEK 18

CURRICULUM AREA	TOPICS	ACTIVITIES
English		
Biology	Flat worm Round worm	Dissect in the lab
Algebra I Graphing functions	Concept of function Elements of graphing Slope XY coordinates	Book exercises Reinforcement Test Computer
Music	Instruments of orchestra	Identification of instruments using posters, text, film strips, recording, and live performances
P.E.		
Computer	Continue to word process assignments from other classes	
Communication Technology		
Counseling		

WEEK 19

CURRICULUM AREA	TOPICS	ACTIVITIES
English		
Biology	Symmetry of living things	Make chart that compares shape of different animals Summary activities Evaluate semester Evaluate notebooks Complete class project Eval. science fair project/lab projects
Algebra I Operations on polynomials	Addition/subtraction of polynomials Multiplying and dividing polynomials Concept of polynomials	Book exercises Reinforcement Test
Music	Recognition of hearing functions as related to instruments Definite and indefinite relative pitch, dynamics, etc. Categorizing instruments	
P.E.		
Computer		
Communication Technology		
Counseling		

Proposal Cover Sheet

Department of Vocational and Technological Education

Category: (check only one)
_X_Program Innovation
___Program Update
___Tech Prep/Employability
___Special Student Needs

School: Westinghouse Vocational High School

Vocational Program Area(s): Commerce and Communication Technologies

Contact Person: Carol Sharp

Summary: (Provide a brief summary of the "program design" section.)

Over the past two years, plans have been made to initiate a Tech-Prep curriculum in a "school within a school" titled the **School of Commerce and Communication.** Whereas, the entire Tech-Prep program design has been determined for this school. Most of the energy has gone into the design of a totally integrated curriculum for the ninth grade. This curriculum will be initiated during the 1991-92 academic year. Funds are requested in this category to help in the design of an integrated curriculum for a **School of Professional Services.** Following the model established in The School of Commerce and Communication, academic and vocational teachers will cooperatively design Tech-Prep curricula to be implemented in the fall of '92. This total integrative process involving all disciplines within the school is complex and involves not only curriculum design, but administrative changes i.e. block scheduling as well. Therefore, funds are primarily requested for three two-day intensive staff development ~~intensive curriculum~~ workshops. Also, consultants will be utilized to facilitate the process. Total funds requested is projected to be 250 x 3 for each staff member involved.

Name of Principal:

Signature of Principal:

Stanton Payne

Name of LSC President:

Signature of LSC President:

Proposal Cover Sheet

plus #2

BEST COPY AVAILABLE

Proposal Cover Sheet
Department of Vocational and Technological Education

Category: (check only one)

_X_Program Innovation
___Program Update
___Tech Prep/Employability
___Special Student Needs

School: Westinghouse High School

Vocational Program Area(s): Commerce and Communication Technologies and Professional Services

Contact Person: Carol Sharp

Summary: (Provide a brief summary of the "program design" section.)

Westinghouse Vocational High School has embarked on an extensive process of totally integrating the academic and vocational Tech-Prep curriculum. In order to facilitate the integration process, promote quality curriculum development and encourage teachers to use modern technologies, it is proposed that [illegible] the academic teachers and the vocational teachers involved in delivering the instruction, be served with a network of computers with adequate software to provide for electronic mail and desktop publishing capabilities. Also, extensive staff development will be provided to the network manager with training provided to each of the teachers who will be served by the network.

Name of Principal:

Signature of Principal:

Stanton Payne

Name of LSC President:

Signature of LSC President:

Proposal Cover Sheet

BEST COPY AVAILABLE

Proposal Cover Sheet
Department of Vocational and Technological Education

Category: (check only one)

- _X_Program Innovation
- ___Program Update
- ___Tech Prep/Employability
- ___Special Student Needs

School: Westinghouse Vocational High School

Vocational Program Area(s): Commerce and Communication, Professional Service, Evolving Technologies, including the built environment

Contact Person: Carol Sharp

Summary: (Provide a brief summary of the "program design" section.)

Although Westinghouse Vocational High School has made great strides in the development of an overall framework for Tech-Prep curricula, and has begun the initiation of an integrated curricula for 120 ninth grade students in the **School of Commerce and Communication,** much detailed planning remains to be done. Therefore, the purpose of this project will be to formalize a comprehensive system of advisory groups for each of the Tech-Prep areas, formalize articulation agreements with the appropriate community colleges, develop an extensive set of brochures that will help guide students through the Tech-Prep programs and communicate this process to parents and grammar school personnel. To accomplish these goals, staff development, extensive community involvement and high school/community college articulation activities will be planned and conducted.

Name of Principal: Signature of Principal:

Stanton Payne

Name of LSC President: Signature of LSC President:

Proposal Cover Sheet

Market
Articulat
Comty Dev
Staff Devd

Proposal Cover Sheet
Department of Vocational and Technological Education

Category: (check only one)

_X_Program Innovation
___Program Update
___Tech Prep/Employability
___Special Student Needs

School: Westinghouse Vocational High School

Vocational Program Area(s): All areas will be impacted

Contact Person: Carol Sharp

Summary: (Provide a brief summary of the "program design" section.)

Each year students are admitted to Westinghouse Vocational High School who do not have adequate basic skills to survive in a Tech-Prep curriculum designed to prepare students for the 21st Century. Therefore, funds are being requested to provide remediation for at-risk students so they can be given a "head start". A team of counselors, teachers, and Westinghouse High School students will be assembled to plan and initiate an intensive one month summer program continued by one hour per week sessions throughout the following academic year. This program will focus on students who have been admitted to Westinghouse High School with stanine scores of three or less in the areas of English, mathematics and/or science.

Name of Principal:	Signature of Principal:
Stanton Payne	
Name of LSC President:	Signature of LSC President:

Proposal Cover Sheet

At Risk

BEST COPY AVAILABLE